

The State Teachers College of Colorado

Non-Resident Bulletin



PUBLISHT QUARTERLY BY THE BOARD OF TRUSTEES
GREELEY, COLORADO

BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

SERIES XII

JANUARY, 1913

No. 5

ENTERED AT THE POSTOFFICE, GREELEY, COLO., AS SECOND-CLASS MATTER

A Bulletin of Information

CONCERNING

Non-Resident Courses

IN THE

State Teachers College
of Colorado



GREELEY, COLORADO

CALENDAR

1913

1914

JANUARY					JULY					JANUARY					JULY												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	1	2	3	4	--	--	1	2	3	4	5	4	5	6	7	8	9	10	5	6	7	8	9	10	11
5	6	7	8	9	10	11	6	7	8	9	10	11	12	11	12	13	14	15	16	17	12	13	14	15	16	17	18
12	13	14	15	16	17	18	13	14	15	16	17	18	19	18	19	20	21	22	23	24	19	20	21	22	23	24	25
19	20	21	22	23	24	25	20	21	22	23	24	25	26	25	26	27	28	29	30	31	26	27	28	29	30	31	--
26	27	28	29	30	31	--	27	28	29	30	31	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
FEBRUARY					AUGUST					FEBRUARY					AUGUST												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	--	1	--	--	--	--	1	2	1	2	3	4	5	6	7	--	--	--	--	--	1		
2	3	4	5	6	7	8	3	4	5	6	7	8	9	8	9	10	11	12	13	14	2	3	4	5	6	7	8
9	10	11	12	13	14	15	10	11	12	13	14	15	16	15	16	17	18	19	20	21	9	10	11	12	13	14	15
16	17	18	19	20	21	22	17	18	19	20	21	22	23	22	23	24	25	26	27	28	16	17	18	19	20	21	22
23	24	25	26	27	28	--	24	25	26	27	28	29	30	--	--	--	--	--	--	--	23	24	25	26	27	28	29
--	--	--	--	--	--	--	31	--	--	--	--	--	--	--	--	--	--	--	--	--	30	31	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
MARCH					SEPTEMBER					MARCH					SEPTEMBER												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	--	--	1	--	1	2	3	4	5	6	1	2	3	4	5	6	7	--	--	1	2	3	4	5
2	3	4	5	6	7	8	7	8	9	10	11	12	13	8	9	10	11	12	13	14	6	7	8	9	10	11	12
9	10	11	12	13	14	15	14	15	16	17	18	19	20	15	16	17	18	19	20	21	13	14	15	16	17	18	19
16	17	18	19	20	21	22	21	22	23	24	25	26	27	22	23	24	25	26	27	28	20	21	22	23	24	25	26
23	24	25	26	27	28	29	28	29	30	--	--	--	--	29	30	31	--	--	--	--	27	28	29	30	--	--	--
30	31	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
APRIL					OCTOBER					APRIL					OCTOBER												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	1	2	3	4	5	--	--	--	1	2	3	4	--	--	--	1	2	3	4	--	--	--	1	2	3	
6	7	8	9	10	11	12	5	6	7	8	9	10	11	5	6	7	8	9	10	11	4	5	6	7	8	9	10
13	14	15	16	17	18	19	12	13	14	15	16	17	18	12	13	14	15	16	17	18	11	12	13	14	15	16	17
20	21	22	23	24	25	26	19	20	21	22	23	24	25	19	20	21	22	23	24	25	18	19	20	21	22	23	24
27	28	29	30	--	--	--	26	27	28	29	30	31	--	26	27	28	29	30	--	--	25	26	27	28	29	30	31
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
MAY					NOVEMBER					MAY					NOVEMBER												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
--	--	--	--	1	2	3	--	--	--	--	--	1	--	--	--	--	--	1	2	1	2	3	4	5	6	7	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	3	4	5	6	7	8	9	8	9	10	11	12	13	14
11	12	13	14	15	16	17	9	10	11	12	13	14	15	10	11	12	13	14	15	16	15	16	17	18	19	20	21
18	19	20	21	22	23	24	16	17	18	19	20	21	22	17	18	19	20	21	22	23	22	23	24	25	26	27	28
25	26	27	28	29	30	31	23	24	25	26	27	28	29	24	25	26	27	28	29	30	29	30	--	--	--	--	--
--	--	--	--	--	--	--	30	--	--	--	--	--	--	31	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
JUNE					DECEMBER					JUNE					DECEMBER												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	--	1	2	3	4	5	6	--	1	2	3	4	5	6	--	--	1	2	3	4	5
8	9	10	11	12	13	14	7	8	9	10	11	12	13	7	8	9	10	11	12	13	6	7	8	9	10	11	12
15	16	17	18	19	20	21	14	15	16	17	18	19	20	14	15	16	17	18	19	20	13	14	15	16	17	18	19
22	23	24	25	26	27	28	21	22	23	24	25	26	27	21	22	23	24	25	26	27	20	21	22	23	24	25	26
29	30	--	--	--	--	--	28	29	30	31	--	--	--	28	29	30	--	--	--	--	27	28	29	30	31	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

APPLICATION FOR INDIVIDUAL CORRESPONDENCE STUDY

THE STATE TEACHERS COLLEGE,
GREELEY, COLORADO.

I wish to be enrolled for non-residence study in.....
..... Course

The fee for the course (\$.....) is enclosed.

NAME.....

ADDRESS.....
.....

APPLICATION FOR GROUP STUDY

THE STATE TEACHERS COLLEGE,
GREELEY, COLORADO.

A group of people, approximately in number,
wish to take up a course in non-residence study under the direc-
tion of A
description of the proposed work accompanies this application.

NAME.....

ADDRESS.....
.....

APPLICATION FOR ADMISSION OR FOR
ADVANCED STANDING.

THE STATE TEACHERS COLLEGE,
GREELEY, COLORADO.

Please send me the application form for admission and ad-
vanced standing.

NAME.....

ADDRESS.....
.....

THE 1913 NON-RESIDENT BULLETIN.

The present bulletin issued January, 1913, is the third bulletin concerning non-resident work issued since that work began five years ago. During this time the work has grown in size and efficiency. It is the hope of the Non-Residence Committee that the courses offered may still be bettered with time and experience. The bulletin endeavors to make the plan of this work clear in every detail, but if it fails at any point to give full information, the College invites inquiry by letter from any one interested.

This Bulletin will continue to be the official book concerning non-residence work until another is issued to take its place.

MEMBERS OF THE FACULTY OFFERING
NON-RESIDENCE COURSES.

- 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 and Political Science.
- 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, Director, and Professor of Domestic Sciences.
- GURDON RANSOM MILLER, PH.B., A.M., Dean of the Senior College, and Professor of Sociology and Economics.
- FRANCES TOBEY, B.S., Professor of Reading and Interpretation.
- ETHAN ALLEN CROSS, A.B., PH.M., Registrar, and Professor of English Literature and Language.
- LEVERETT ALLEN ADAMS, A.B., A.M., Associate Professor of Biology, and Curator of the Zoological Museum.
- JOHN THOMAS LISTER, A.B., Director, and Professor of Physical Education, and Professor 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, PH.D., Professor of Psychology and Child Study.

EDGAR D. RANDOLPH, A.B., Principal of the Elementary School,
and Professor of Grammar Grade Education.

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

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

KATHERYN M. LONG, B.S., A.B., Training Teacher, and Professor
of Primary Education.

CHARLES H. BRADY, B.S., A.B., A.M., Principal of the College High
School.

GEORGE W. FINLEY, B.S., High School Teacher of Mathematics.

MARY E. SCHENCK, Pd.M., Assistant in Physical Education.

ORGANIZATION OF THE NON-RESIDENCE WORK.

ONE MANUSCRIPT AT A TIME. Do not send reports for a whole course at one time. Send in the report on one book or one section of the course and wait for the instructor's report upon the manuscript before sending another.

Address all correspondence regarding this work to the State Teachers College, Greeley, Colorado. Do not send your inquiries and manuscripts to the individual instructors.

INDIVIDUAL AND GROUP STUDY.

The non-resident work may be done by individuals corresponding directly with the College or by groups organized in convenient centers.

INDIVIDUAL CORRESPONDENCE STUDY.

To begin this work, any one may send in an application for enrollment without previously applying for admission or standing in the College. This may be done by addressing the College, indicating the Course wanted and enclosing the registration fee for that course.

Students wishing to acquire standing in the school should ask for the application form for admission and advanced standing. This should be filled out and sent to the College accompanied by the credentials called for in the blank.

FEES FOR INDIVIDUAL STUDY.

A fee of one dollar for each credit-hour is charged to cover the expense of this work. For example, a course giving four hours of credit toward graduation costs the student four dollars; a five-hour course costs five dollars, etc.

GROUP STUDY.

THE PLAN.

A number of persons may organize a group to do work for credit. The work may be chosen from the courses outlined in

this bulletin, or, if the class so desires, other work may be selected instead, and submitted to the college for approval.

THE INSTRUCTOR.

Wherever possible, a teacher will go out from the College once a week to meet a group doing one of the regular courses; but where this is inconvenient, other persons nominated by the group and approved by the College or one of its official representatives may direct the course, acting in every way as a member of the College faculty.

THE FEES.

The fees for group study shall be determined by the non-resident instructor for each group, together with the non-resident committee of the College, or its representative. One dollar for each person per credit-hour is charged to cover the expense of the work of the institution.

THE SUMMER TERM.

The work done by non-resident study may be, and is usually, supplemented by work done in residence in the summer term of the school. This term is of six weeks' duration. It begins about June 10, and closes about July 20. In College enrollment, the Summer Term has now become the largest term of the year. More teachers are employed in class instruction and a greater variety of courses are offered, from which the summer student may make his selections, than in any other term.

In addition to the regular College faculty, more than a dozen men of national reputation give regular instruction in the summer term. Among those who have been in the school previously for summer term work may be mentioned: Dr. G. Stanley Hall, Dr. Henry Suzzallo, Professor M. V. O'Shea, Mr. Hamlin Garland, Professor Wm. H. French, Dr. Charles H. Keyes, Dr. Stanley Brown, and others. This policy of the school may be depended upon to continue.

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 advancement.

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 advanst 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 advanst standing seems sufficient for admission to the Senior College.

ADVANST STANDING.

Students who wish to apply for advanst standing should ask for the Blank Application Form for Advanst Standing. Upon presenting this, properly filled out and accompanied by the credentials cald for, the College will grant whatever advanst standing seems to be merited. Credits for advanst 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 earnd 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 earnd one of the regular academic degrees are admitted to the Senior College without examination, and may receive advanst standing for a large part

of the work done in the third and fourth years of the College. These applications 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 completed 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.

COURSES OFFERED FOR NON-RESIDENCE STUDY

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M.S.

LEVERETT ALLEN ADAMS, A.M.

ZOOLOGY.

2. LOWER INVERTEBRATES.—5 hours. Examination and dissection of selected forms in each group; general morphology of the group; relation of the forms examined to the group as a whole; embryology, ecology, and natural history of the group and of selected forms; genetic and taxonomic relations.

Text: Parker & Haswell, Text-Book of Zoölogy, 2d ed. (1910), Vol. I, to end of Section X.

References: Lankester, Treatise on Zoölogy, Parts I and II. Lang, Comparative Anatomy.

A Syllabus of directions for study will be mailed on application from any person desiring this course.

3. HIGHER INVERTEBRATES AND LOWER VERTEBRATES.—Continuation of Course 2; 5 hours. General description the same as for Course 2. Conducted by syllabus.

4. HIGHER VERTEBRATES.—Continuation of Course 3; 5 hours. General description the same as for Courses 2 and 3. Conducted by syllabus.

1. MAMMALOGY.—Junior and Senior College; 5 hours. This course is planned to give the student something of the life history, geographical distribution, and systematic position of mammals.

1. Warren, E. R., Mammals of Colorado.

2. Osborn, H. F., The Age of Mammals.

3. Jordan and Kellogg, Evolution and Animal Life.

4. Beddard, F. E., Geographical Distribution.

Familiarize yourself with the orders and the families of the mammals. You will find a synopsis of the orders and families in the Mammals of Colorado.

Make a study of the mammals in your county, and make a report of 2,500 words on their habits, food, young, etc.

Write a paper of 2,500 words on the evolution of the mammals. Get material for this from the Age of Mammals, by Osborn.

Submit papers and take an examination.

In writing up your observations, use the following outline:

1. Economic value.
2. Adaptations.
3. Home and young; relation of adaptations to home and young.
4. Enemies.
5. General items of interest.

2. ORNITHOLOGY.—Junior and Senior College; 5 hours. (This course is to be taken only in the spring and summer. In fall and winter most of our common birds are absent.) A field-glass should be used in this work.

A study of the common Colorado birds. The study is to be such as to enable the student to identify the common birds and know something of their habits, life history, home and food. It is required that the student should know the orders and the families of the groups that are found in Colorado. Use the Color key in beginning, and then learn to use Bailey's Key.

1. Beebee, C. W., The Bird.
2. Chapman and Reed's Color Key to N. A. Birds.
3. Bailey, Florence Merriam, Handbook of the Birds of the Western United States.

Write a paper of 5,000 words on the birds found in your county. Make a study of their nests, young, and feeding habits. (Give no description of the color, etc.)

Study the orders and families, so that you can place any bird in your county in its order and family.

Be able to give the orders and families of birds with examples of each. Give particular attention to the Passerine group.

Make a list of the birds in your vicinity.

Submit papers and take an examination.

GEOGRAPHY AND PHYSICS.

FRANK L. ABBOTT, A.M.

2. PHYSICAL GEOGRAPHY.—2 hours.

The following books are to be read and reports submitted:

1. Elements of Geography, Salisbury, Barrows and Tower.
2. Any modern Physical Geography, such as Davis, Tarr, etc.
3. Ward, Climate.

5. HISTORICAL PHYSICS.—3 hours.

Those interested in this course may send for a special bulletin concerning Historical Physics.

MATHEMATICS.

GEORGE WILLIAM FINLEY, B.S.

BIBLIOGRAPHY.

Durell: Plane Trigonometry and Tables; Merrill; \$1.25.

Fisher and Schwatt: Higher Algebra; McMillan; \$1.50.

Ashton: Plane and Solid Analytic Geometry; Scribner; \$1.25.

Osgood: Differential and Integral Calculus; McMillan; \$2.00.

10. TRIGONOMETRY.—5 hours. This course is designed to give a clear understanding of trigonometry, both as to the theory of the subject and as to its practical applications.

The student will be expected to familiarize himself with the ordinary formulas, their development and applications, and to solve and send to the instructor for correction certain of the exercises in Durell's Plane Trigonometry.

Detailed directions will be sent to the individual student.

8 and 9. COLLEGE ALGEBRA.—10 hours. To take up this course, the student must have completed the ordinary high school course in algebra. It covers logarithms, the progressions, the binomial theorem, permutations and combinations, probability, variables and limits, infinite series, undetermined coefficients, summation of series, exponential and logarithmic series, determinants, and theory of equations.

Fisher and Schwatt's Higher Algebra.

11. ANALYTIC GEOMETRY.—5 hours. Practically all of Part I of Ashton's Plane and Solid Analytic Geometry is covered in this course. The student gains a good working knowledge of the elements of the powerful science of analytic geometry and is, at the same time, prepared to go on into Calculus.

13 and 14. CALCULUS.—10 hours. This course is especially designed for those teachers who feel the need of a broader outlook upon the mathematical field than that which they already possess. It is divided into two parts, the differential calculus, and the integral calculus. The fundamentals are carefully studied and applied in numerous exercises.

Osgood's Differential and Integral Calculus.

SOCIOLOGY AND ECONOMICS.

GURDON R. MILLER, A.M.

1. ANTHROPOLOGY.—5 hours.
 1. Avebury, Prehistoric Times.
 2. Kropotkin, Mutual Aid a Factor in Evolution.
 3. Mason, Woman's Share in Primitive Culture.
 4. Boas, The Mind of Primitive Man.
2. ELEMENTARY SOCIOLOGY.—4 hours.
 1. Giddings, Elements of Sociology.
 2. Ross, Foundation of Sociology.
 3. Ward, Outlines of Sociology.
 4. Dealey, Sociology.
3. EDUCATIONAL SOCIOLOGY.—4 hours.
 1. Nearing, Social Adjustment.
 2. Devine, Misery and Its Causes.
 3. Puffer, The Boy and His Gang.
 4. Smith, All the Children of All the People.
4. SOCIAL THEORY.—4 hours.
 1. Giddings, Principles of Sociology.
 2. Ward, Pure Sociology.

or—

 1. Cooley, Human Nature and the Social Order.
 2. Cooley, Social Organization.
 3. Elwood, Sociology in Its Psychological Aspects.
 4. Hobhouse, Social Evolution and Political Theory.

5. APPLIED SOCIOLOGY.—3 hours.
 1. Ward, Applied Sociology.
 2. Ross, Social Control.
6. SOCIAL ADJUSTMENT.—4 hours.
 1. Tolman, Social Engineering.
 2. Ross, Sin and Society.
 3. Addams, Spirit of Youth and the City Streets.
 4. Patten, The New Basis of Civilization.
7. PRIVILEGE AND SOCIETY.—3 hours.
 1. Howe, Privilege and Democracy.
 2. Ross, Changing America.
 3. Veblin, Theory of the Leisure Class.
8. SOCIAL INSURANCE.—3 hours.
 1. Saeger, Social Insurance.
 2. Campbell, Industrial Accident Compensation.
 3. Willoughby, Workingman's Insurance.
9. DEMOCRACY AND LAW.—3 hours.
 1. Wyman, Control of the Market.
 2. Goodnow, Social Reform and the Constitution.
 3. Weyl, The New Democracy.
10. SOCIOLOGY AND CHURCH.—4 hours.
 1. Rauschenbusch, Christianity and the Social Crisis.
 2. Rauschenbusch, Christianizing the Social Order.
 3. King, Moral and Religious Challenge of our Times.
 4. Patten, Social Basis of Religion.
11. CRIME AND SOCIETY.—4 hours.
 1. McConnell, Criminal Responsibility and Social Restraint.
 2. Whitin, Penal Servitude.
 3. Saleilles, Individualization of Punishment.
12. RURAL SOCIOLOGY.—3 hours.
 1. Bailey, Training of Farmers.
 2. Bailey, The State and the Farmer.
 3. Butterfield, Chapters in Rural Progress.
13. RURAL SOCIOLOGY.—4 hours.
 1. McKeever, Farm Boys and Girls.
 2. Fairchild, Rural Wealth and Welfare.
 3. Foght, The American Rural School.
 4. Taylor, Agricultural Economics.

14. CHILD PROBLEMS.—3 hours.
 1. Mangold, Child Problems.
 2. Nearing, Child Labor Problem.
 3. Key, The Century of the Child.
15. SOCIALISM.—4 hours.
 1. Spargo, Socialism.
 2. Le Rossignol, Orthodox Socialism.
 3. Hunter, Socialists At Work.
 4. Bernstein, Evolutionary Socialism.
16. IMMIGRATION.—3 hours.
 1. Steiner, The Trail of the Immigrant.
 2. Steiner, The Immigrant Tide.
 3. Commons, Races and Immigrants in America.

On application, this department will arrange new courses, enlarge older courses, or prepare special courses in Sociology or Economics.

HISTORY AND POLITICAL SCIENCE.

ROYAL W. BULLOCK, PH.B.

HISTORY.

1. MEDIAEVAL EUROPEAN HISTORY.—4 hours.
 1. Adams, Civilization in the Middle Ages.
 2. Symonds, Short History of the Renaissance.
 3. Oliphant, Makers of Florence.
 4. Forrest, Development of Western Civilization.
2. MODERN EUROPEAN HISTORY.—4 hours.
 1. Seebohm, The Protestant Revolution.
 2. Robinson & Beard, Development of Western Europe;
Vol. I.
 3. Longman, Frederick the Great.
 4. Morris, The French Revolution.
3. NINETEENTH CENTURY EUROPEAN HISTORY.—4 hours.
 1. Andrews, Development of Modern Europe.
 2. Dawson, Evolution of Modern Germany.
 3. Le Bon, Modern France.
 4. Holland, Bilders of United Italy.

4. AMERICAN HISTORY.—4 hours.
 1. Cheyney, European Background to American History.
 2. Bourne, Spain in America.
 3. Thwaites, France in America.
 4. Tyler, England in America.

5. AMERICAN HISTORY.—4 hours.
 1. Howard, Preliminaries of the Revolution.
 2. Fiske, Critical Period of American History.
 3. Bassett, The Federalist System.
 4. Channing, The Jeffersonian System.

6. AMERICAN HISTORY.—4 hours.
 1. MacDonald, Jacksonian Democracy.
 2. Garrison, Westward Extension.
 3. Dunning, Reconstruction, Political and Economic.
 4. Sparks, National Development.

7. INDUSTRIAL HISTORY OF THE UNITED STATES.—4 hours.
 1. *Bogart, Economic History of the United States.
 2. Coman, Industrial History of the United States.
 3. McVey, Modern Industrialism.

(*The written work on Bogart's book will consist in answering about one-fourth of the questions found at the end of each chapter, the student to make his own selection of questions.)

8. COMMERCIAL HISTORY OF THE UNITED STATES.—3 hours.
 1. Day, A History of Commerce.
 2. Clow, Introduction to the Study of Commerce.
 3. Johnson, Elements of Transportation.

9. FINANCIAL HISTORY OF THE UNITED STATES.—4 hours.
 1. Dewey, Financial History of the United States.
 2. Plehn, Introduction to Public Finance.
 3. Bullock, Selected Readings in Public Finance.

10. ENGLISH HISTORY.—3 hours.
 1. Terry, A History of England
 2. Gibbins, Industry in England.
 3. Synge, Social Life in England.

11. PEDAGOGY OF HISTORY.—4 hours.

1. Mace, Methods in History.
2. Bourne, The Teaching of History and Civics.
3. Hinsdale, How to Study and Teach History.
4. Keatinge, Studies in the Teaching of History.

POLITICAL SCIENCE.

1. THE EVOLUTION OF GOVERNMENT.—5 hours.

1. Wilson, The State.
2. Bentley, The Process of Government.
3. Godkin, The Problems of Modern Democracy.

2. CONSTITUTIONAL HISTORY OF THE UNITED STATES.—4 hours.

1. Thorpe, A Short Constitutional History of the United States.
2. Willoughby, The American Constitutional System.
3. Smith, The Spirit of the American Government.

3. THE ORGANIZATION OF THE GOVERNMENT OF THE UNITED STATES.—4 hours.

1. Bryce, The American Commonwealth (2 volumes).
2. Gauss, The American Government.

4. THE ADMINISTRATION OF THE GOVERNMENT OF THE UNITED STATES.—4 hours.

1. Guitteau, Government and Politics in the United States.
2. Reinsch, American Legislatures and Legislative Methods.
3. Finley and Sanderson, The American Executive and Executive Methods.
4. Baldwin, The American Judiciary.

5. POLITICAL PARTIES AND PARTY GOVERNMENT.—3 hours.

1. Fess, The History of Political Theory and Party Organization in the United States.
2. Macy, Party Organization and Machinery.
3. Jones, Readings on Parties and Elections in the United States.

6. MUNICIPAL GOVERNMENT.—3 hours.

1. Goodnow, Municipal Government.
2. Deming, The Government of American Cities.
3. Howe, The City the Hope of Democracy.

74
35

LATIN AND MYTHOLOGY.

JAMES H. HAYS, A.M.

The Latin Department offers three courses adapted to non-resident work. These courses are intended for the general assistance of high school teachers. The work demanded will be written reviews of the books indicated below, together with written or oral tests.

1. PEDAGOGY OF LATIN.—Junior and Senior College; 4 hours.
 1. Richie, The Latin Clause Construction.
 2. Hale, The Anticipatory Subjunctive.
 3. Hale, The Art of Latin Reading.
 4. Ellis, Quantitative Pronunciation of Latin.
2. MYTHOLOGY.—Junior and Senior College; 2 hours.
 1. Gayley, Classic Myths.
 2. Fiske, Myths and Myth Makers.
3. ROMAN SOCIAL LIFE.—Junior and Senior College; 3 hours.
 1. Church, Roman Social Life in the Days of Cicero.
 2. Dill, Roman Society in the Last Days of the Western Empire.
 3. Abbott, Roman Political Institutions.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, PH.M.

From the whole number of courses given in residence by the Department of Literature and English, the following are given also in non-resident study. So much depends upon class instruction in literary studies—upon what the teacher is, and what he gives—that only a few of the literary courses can be given at all adequately by correspondence. The student who attempts such work should remember that these courses are offered only as a passable substitute for class work, and only to those who find it impossible to do the work in residence.

The methods of testing the work of the students, which are practised in departments where the material is largely informational, cannot be applied in art studies. The student in literature will, therefore, find that these tests have to be varied to suit each

course given. The requirements for passing in each course are stated below.

It is possible to do the reading hastily for any one of these studies in two or three weeks, but literature cannot make its impress in haste. Time must be allowed for assimilation. Haste in working through one of these courses is sufficient evidence of unsatisfactory work.

2. **ADVANCED COMPOSITION.**—Junior or Senior College; 5 hours.
Fulton, Edward, *English Prose Composition*; Holt.
Woolley, Edwin C., *A Handbook of Composition*; Heath.

The work of the course consists of the careful study of Fulton's *Composition*, section by section. First, Part I carefully studied; then Part II. During the study of Part II, two themes (4 to 6 pages), in Exposition are prepared, and two in Argumentation. This is to be followed by a study of Part III and the writing of two themes in Description and four in Narration—ten themes in all.

The themes are to be typewritten or neatly written in ink on one side of paper about 8 x 11 inches (ruled, if a pen is used). As soon as the first paper is written, it is sent in, and is not to be followed by the second until the first is criticized and returned, and so for the whole series.

Woolley's *Handbook of Composition* is not to be used as a text-book, but for reference. The student should work thru it slowly, section by section, until he feels sure of the mechanics of writing in common use.

No examination is given in this course. The instructor can judge from the themes whether the student has profited by the use of the books. Stamps for the return postage must accompany each manuscript. The instructor is glad to have a personal letter occasionally, inquiring about such matters of composition as give trouble.

6. **ENGLISH LITERATURE, 670-1660**—Junior College, but open also to Senior College Students; 5 hours.

Manly, J. M., *English Prose*; Ginn. \$1.50.

Manly, J. M., *English Poetry*; Ginn. \$1.50.

Moody and Lovett, *A First View of English Literature*; Scribner. \$1.25.

The divisions of this work are based upon the following Periods in English Literature:

I.—The Anglo-Saxon Period, 670-1066; from the writing of Beowulf to the Norman Conquest.

II.—The Norman-French Period, 1066-1340; from the Conquest to the birth of Chaucer.

III.—The Age of Chaucer, 1340-1400.

IV.—The Renaissance, 1400-1660:

(a) From Chaucer to Elizabeth, 1400-1558;

(b) The Elizabethan Age, 1558-1625;

(c) The Puritan Age, 1625-1660.

Requirements for Credit in this Course:

First, the student will present a carefully prepared historical outline giving, under each period, the names of all authors of any note, with dates of birth and death, the title of one or more of the chief works of the author with date of publication when known, and a line or two of description or characterization to accompany each title, *e. g.*:

IV (b) The Elizabethan Age, 1558-1660.

1. Robert Greene, 1560-1592.

Friar Bacon and Friar Bungay, 1588; A tragi-comedy based upon the story of Roger Bacon, with a romantic subplot invented by Greene.

A Groatworth of Wit, 1590; a scurrilous attack upon Shakespeare.

Second, a statement of the amount of reading done—the number of pages covered in the prescribed books, and the titles of other longer pieces read.

Third, three studies, 6 to 12 pages each, upon assigned topics. When the student has completed the first two periods, he notifies the college and gets the directions for the first paper, and so, at the end of the periods IV (a) and IV (c).

The subjects are such as: Sketches of the social and economic conditions of the period; the art and architecture of the period; the art and literature of other countries during a given period; the life and work of a certain author, or a critical estimate or appreciation of an assigned piece.

Fourth, an oral examination, to be taken at the college at a time when the student is in residence. A student who does not expect to be in residence soon after completing the reading, may

ask to have the questions for the examination sent to some school officer who is willing to give it.

In the prescribed books, *all* the pages included between the years 670 and 1660, are to be read. In addition, each student is to read the following longer pieces:

1. Beowulf, translated by G. C. Child; Houghton, Mifflin & Co.
2. The Battle of Brunanburh, Tennyson (see any complete volume of the poems).
3. Harold, a Tragedy, Tennyson.
4. Everyman, A Morality Play; Houghton, Mifflin & Co.
5. One play of Marlowe, Ben Jonson, Greene, or Beaumont and Fletcher.

7. ENGLISH LITERATURE, 1660-1900—5 hours; Junior College or Senior College.

The prescribed books are the same as for Course 6.

The literary periods covered in this course are:

V.—The Classical Period, 1660-1744. The Ages of Dryden and Pope. From the Restoration of the Stuarts to the death of Pope.

VI.—The Romantic Period, 1744-1900.

(a) The Transition, 1744-1798. From the death of Pope to the publication of the Lyrical Ballads.

(b) The Triumph of Romanticism, 1798-1832. From Wordsworth to Tennyson.

(c) The Victorian Age, 1832-1900. From Tennyson to the Twentieth Century.

Requirements for Credit:

First, an outline of authors and works, as in Course 6.

Second, a statement of the reading completed, similar in extent and kind to that in Course 6.

Third, three studies; one at the end of reading for the Classical Period, one after VI (b), and one after VI (c).

Fourth, an oral or written examination, as in Course 6.

In the prescribed books the chapters and pages from the year 1660 to the end of the volumes are to be read. In addition, each student is to read the following longer pieces:

1. Goldsmith, *She Stoops to Conquer*, or *The Good-natured Man*.
2. Sheridan, *The Rivals*, or *The School for Scandal*.

3. Tennyson, Becket.
4. Browning, The Blot on the 'Scutcheon.
8. AMERICAN LITERATURE.—5 hours.
Cairns, William B., A History of American Literature; Oxford.
- Page, Curtis H., Chief American Poets; Houghton, Mifflin & Co. \$1.75.
- Carpenter, G. R., American Prose; MacMillan.

THE PERIODS OF AMERICAN LITERATURE.

- I.—The Period of Colonization, 1607-1732.
- II.—The Transition Period, 1732-1775.
- III.—The Revolutionary Period, 1775-1800.
- IV.—The First National Period, 1800-1860.
- V.—The Second National Period, 1860-1900.

Requirements for credit:

First, an outline of authors and works, as in Course 6.

Second, a statement of the reading completed, as in Course 6.

Third, three studies; one at the end of the third period, one at the end of the fourth, and one at the end of the fifth, similar in extent and kind to those in Course 6.

Fourth, an oral or written examination, as in Course 6.

The prescribed books are read completely and carefully. In addition, each student is to read the following representative longer pieces:

1. Franklin, The Autobiography.
2. Hawthorne, The Scarlet Letter.
3. Irving, The Sketch Book (any good school edition).
4. Cooper, The Spy, or The Pilot.
5. Emerson, The American Scholar, and any two other of the

Essays.

6. Hawthorne, any six of the Twice-Told Tales.

7. Poe, six of the Short Stories (Prose Tales).

15. THE NOVEL.—5 hours; Senior College.

A study of the development of the novel, and of the structure, method, and message of the modern novel.

Horne, C. F., The Technique of the Novel; Harper.

Cross, W. L., The Development of the Novel; Macmillan.

Hamilton, C., The Materials and Methods of Fiction; Baker and Taylor. \$1.50.

Requirements for credit:

First, the reading of the following novels:

1. Richardson, Pamela or Clarissa Harlowe.
2. Fielding, Tom Jones or Amelia.
- 3. Austen, Pride and Prejudice.
- 4. Scott, Kenilworth.
5. Thackeray, Henry Esmond.
- 6. Dickens, A Tale of Two Cities.
- 7. Bronte, Jane Eyre.
- 8. Eliot, The Mill on the Floss.
- 9. Stevenson, Kidnapped.
- 10. Hawthorne, The Scarlet Letter.

NOTE—Where the student has recently read one or more novels of this list, he may substitute another of the same author or of a standard author of approximately the same literary period.

Second, a brief synopsis, one to three pages, of the story for each of the novels read.

Third, a long report on one of the ten books, covering the points of the following outline:

A PLAN FOR THE REQUIRED LONG REPORT UPON A NOVEL.

1. The Novel. When, where and by whom written. Suggested by or written under any peculiar conditions?
2. What is its theme?
3. Outline the plot in a brief paragraph or two.
4. What suggested the title to the author?
5. Make a list of the characters.
 - (a) Those in the foreground.
 - (b) Those in the middle distance.
 - (c) Those that are mere background, *i. e.*, supernumeraries.
6. Have the characters in the foreground individuality, are they merely personified qualities, or types of a certain class of persons, or mere impersonal figures?
7. Apply the same questions to the characters in the middle distance and background.
8. Does the author give individuality to his characters mostly by means of description (direct delineation), or does he make the characters reveal themselves by means of conduct and conversation (indirect delineation)?

9. Are these characters true to life; or are they better or worse than people in actual life; or are they caricatures of actual people?

10. Point of View. Does the author tell the story in:

(a) The first person?

(b) The limited third person (knowing only what an observer would know)?

(c) The omniscient third person (knowing everything, everywhere at the same time)?

(d) Or in the form of letters or a diary?

(e) Or a combination?

11. Does the author plunge at once into the middle of the story, then go back and explain the preliminary situation, or does he lead up deliberately from the preliminary situation to the initial incident?

12. About what per cent. of the matter is (a) direct discourse (dialog, conversation, and soliloquy)? (b) Simple narrative? (c) Description?

13. Does the author ever insert his own opinions and observations into the story independent of his characters? Give an example or two.

14. Make an outline of the story-structure, using the following plan:

P. S.—Preliminary Situation.

H.—Happening (Initial Incident).

L.—Ladder; Steps 1, 2, 3, etc., up to the Culmination (Highest point of complexity).

F. A.—Falling Action; steps from the Culmination down to the Conclusion, if there are any.

Con.—Conclusion.

NOTE—Write this out, paragraph by paragraph, in essay form, not as an outline, calling attention in order to the incidents in the novel that form these successive steps.

15. Are there any unrelated episodes (episodes not necessary to the theme and plot scheme)? Give examples, if any.

16. Are there any subplots? If so, do they strengthen the main plot, or weaken it by diffusing the attention? If they add strength, do they do so by parallelism, or contrast? Use concrete illustrations to make this clear.

17. Is there any character, speech, or situation that is not apparently and convincingly true to life? Examples.

18. Does the emotional excitement increase in intensity and the movement in rapidity as the culmination is approached? Show this concretely.

19. Is the setting (background) interesting in itself, or does it serve merely as background for the plot? Write this up concretely in a paragraph or two.

20. Make note of any peculiarities of the author's style, such as the habitual use of some unusual word, any individual mannerisms, any errors in composition.

21. How much time elapses from the beginning to the end of the novel? Account for the passage of this time in detail.

22. The most effective novel is one that (1) employing characters highly worth knowing, (2) works out a great theme (one dealing with some universal problem or phase of life) (3) by placing the characters upon a fitting stage (background), and (4) in attention-compelling circumstances (incidents). As a conclusion to your paper, apply this statement concretely to the novel you are reviewing.

Comment: The topics in this plan are merely suggestive—not to be followed literally—and are prepared merely to guide the student who is at a loss to know how to prepare the required long review. They need not be written up in the order given. Some may be omitted, if they do not apply to the particular book you are reading, and others added in their places. It is expected that this paper will be prepared in the form of an essay such as might be read, say at a club, as a study of a novel. This course is a college course. Your instructor expects a thesis worthy of a senior or graduate student.

NOTE.—A student may write his long thesis upon some recent novel, if he wishes to do so.

Fourth, an oral or written examination upon the three textbooks.

GROUP STUDIES.

20. THE MESSAGE OF THE DRAMATISTS.—5 hours.

Given only as a group course, and by an instructor from the College. A lecture and reading course presenting the message of

the recent dramatists, Ibsen, Maeterlinck, Hauptmann, Suderman, Shaw, Kennedy, and others. The meanings of the most significant of the recent plays are presented by means of readings from the plays and elucidating exposition. This course may be given in twelve lectures, two weeks apart, the class reading one play a week between lectures. It might be given in twelve weeks, one lecture a week, if the class should choose to read two plays a week.

Organized by a class of twenty-four persons, the course would involve the purchase of one volume by each student. The fee for the course would depend upon the distance of the group from the college, but would be not less than one dollar or more than five dollars for each student.

OTHER LECTURE COURSES FOR GROUPS.—The Department of English is prepared to organize other courses similar to Course 20, but dealing with the Philosophy of the Novel, the Message of the Poets (all the lectures dealing with one author, or with a group, as the class may elect), or the technic and meaning of the short story.

READING AND LITERARY INTERPRETATION.

FRANCES TOBEY, B.S.

9. METHODS OF TEACHING READING.—Junior and Senior College; 3 hours.
 1. Huey, *The Psychology and Pedagogy of Reading*.
 2. Laing, *Reading; a Manual for Teachers*.
 3. O'Shea, *Linguistic Development and Education* (Chapters VII-IX.)
 4. Scott, *Social Education* (Chapter IX).
 5. *Educational Problems* (Volume II, Chapter IX); Hall.

MODERN LANGUAGES.

JOHN THOMAS LISTER, A.B.

ELEMENTARY GERMAN.—Courses 1, 2, 3.

The applicant is expected to give evidence of his acquaintance with the texts indicated and to meet the requirements as to pronunciation, knowledge of most common grammar facts,

and appreciation of sentence structure. A complete outline of each course is sent to the applicant. A written examination is required on each course. Each course carries with it five hours' credit.

1. Thomas's Practical German Grammar (Revised).
Guerber's Maerchen und Erzaehlungen, Volume I.
2. Thomas's Practical German Grammar (continued).
Guerber's Maerchen und Erzaehlungen, Volume I.
Grimm's Kinder- und Haus Maerchen.
3. Thomas's Practical German Grammar (Part II).
Storm's Immensee.
Hillern's Hoeher als die Kirche.
Heyse's L'Arrabbiatta.

INTERMEDIATE GERMAN.—Courses 4, 5, 6.

The applicant is expected to be able to read and write German with comparativ ease and accuracy. Each course carries with it four hours' credit. A written examination is required in each course. A complete outline of each course is sent to applicant. Prerequisite: Courses 1, 2, and 3, or equivalent.

4. Riehl's Der Fluch der Schoenheit.
Auerbach's Brigitta.
Eichendorff's Aus dem Leben eines Taugenichts.
Pope's German Composition.
5. Lessing's Minna von Barnhelm.
Lessing's Emilia Galotti.
Freytag's Die Journalisten.
Woodbridge's The Drama, its Law and Technique.
Pope's German Composition.
6. Schiller's Der Neffe als Onkel.
Schiller's Die Jungfrau von Orleans.
Schiller's Wilhelm Tell.
Woodbridge's The Drama, its Law and its Technique.
Pope's German Composition.

ELEMENTARY FRENCH.—Courses 1, 2, 3.

The applicant is expected to master pronunciation, and the most common facts of grammar; to be able to read easy French, and to translate simple English sentences into French. Each course carries with it five hours' credit. A complete outline of each course is sent to applicant.

1. Frazer and Squair, French Grammar.
2. Frazer and Squair, French Grammar.
Guerber, Contes et Legendes, Vol. II.
3. Frazer and Squair, French Grammar.
Halevy, L'Abbe Constantin.
Merimée, Colomba.

INTERMEDIATE FRENCH.—Courses 4, 5, 6.

Outlines will be furnished for any one desiring these or more advanced courses in French.

ELEMENTARY SPANISH.—Courses 1, 2, 3.

The applicant is expected to make himself proficient in pronunciation and grammatical constructions; to be able to read easy Spanish and to translate simple English sentences into Spanish. Each course carries with it five hours' credit. A complete outline of each course is sent to applicant.

1. Hills and Ford, Spanish Grammar.
Bransby, Spanish Reader.
2. Hills and Ford, Spanish Grammar.
Bransby, Spanish Reader.
3. Hills and Ford, Spanish Grammar.
Alarcon, El Capitan Veneno.
Galdos, Electra.

INTERMEDIATE SPANISH.—Courses 4, 5, 6.

Outlines will be furnished for these or more advanced courses.

ELEMENTARY ITALIAN.—

Courses will be outlined for Courses 1, 2, and 3, if desired.

MUSIC.

THEOPHILUS EMOBY FITZ.

2. PUBLIC SCHOOL MUSIC METHODS.—Junior College, first year;
3 hours.

This course comprizes a study of the five great musical stages of the race, and their application to the phyletic stages of the child and the teaching of music.

A complete outline of this course may be had upon application.

7. THE HISTORY OF MUSIC.—Junior College; first or second year; 2 hours.

This is a literary course, which does not require special technical skill. It is open to all students who have a practical knowledge of vocal and instrumental music.

Text: The History of Music to the Death of Schubert; John K. Paine; Ginn. \$1.00.

Evolution of the Art of Music; Hubert Parry; Appleton. \$1.25.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A.M., Dean.

RICHARD ERNESTI, Pd.M., Director, Art.

ELEANOR WILKINSON, Director, Domestic Science and Art.

AGNES SAUNDERS, A.B., Assistant, Domestic Science and Art.

JOHN MCCUNNIFF, Pd.M., Printing, Mechanical Drawing.

MAX SHENCK, Bookbinding.

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.

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.

Senior College Requirement: Courses 7, 16, 19, 12, 13.

The remaining courses necessary to satisfy the requirement 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 concernd, arrange combination majors, making such combinations as Manual Training and Physics.

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; 5 hours.

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; 5 hours.

Prerequisite: Manual Training 1, or equivalent.

3. JUNIOR COLLEGE COURSE IN WOODWORK FOR ELEMENTARY SCHOOL.—In this course, the following topics are discust: Equipment, materials, kinds of work, methods in teaching, methods in recitation, presentation of lessons, organization of classes, and outlining of work for the elementary school; 3 hours.

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 curves; their application to spur and bevel-gear drawing; developments, advanst projections, lettering and line shading; 5 hours.

Prerequisite: Course 10.

12. JUNIOR OR SENIOR COLLEGE ARCHITECTURAL DRAWING.—This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in bilding

construction in its application to work for barns, outbuildings and residences. It also includes the making of tracings, blueprints, and specifications; 5 hours.

Prerequisite: Course 10.

13. JUNIOR OR SENIOR COLLEGE ADVANST ARCHITECTURAL DRAWING.—This course is a continuation of Course 12, and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications of a residence or a public bilding of moderate cost; 5 hours.

15. JUNIOR COLLEGE PROJECT DESIGN.—This course has for its object the planning of objects suitable for the elementary school.

Complete artistic working drawing, that will embody the best possible principles of artistic design, of things possible of execution in the elementary school, together with a short valuable bibliografy of sources from which information was obtained; 2 hours.

6. JUNIOR OR SENIOR COLLEGE INDUSTRIAL WORK IN ELEMENTARY SCHOOLS.—This course includes the history and development of the manual training notion in its application to elementary school work, from economic and pedagogic standpoints. Such topics as listed below are discust: European systems, projects, exercises, models, and the general development of elementary manual training in the United States; 3 hours.

17. JUNIOR OR SENIOR COLLEGE ELEMENTARY MACHINE DESIGN.—Here is treated the development of the helix and its application to V and square threads; conventions of materials, screw threads, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings are made from simple machine parts, such as collars, face plate, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in drawing couplings, hangers, valves, etc.; 5 hours.

18. SENIOR COLLEGE ADVANST MACHINE DESIGN.—A study is made of the transmission of motion by belt and pulley, and gears, and cams. Such curves as the involute, cycloid, and epicycloid are applied in the designing of gears. Sketches, detail and assembly drawings are made of intricate pieces of machinery, such as globe valve, vise, head stock of lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines; 5 hours.

16. SENIOR COLLEGE FURNITURE DESIGN.—This course deals with the designing of simple and elaborate pieces of furniture, including a series that will be suitable for a woodworking course in secondary schools.

The object is to make complete working drawings of practical artistic pieces; 2 hours.

7. SENIOR COLLEGE INDUSTRIAL ARTS IN SECONDARY AND TRADE SCHOOLS.—In this course the following topics will be discust: Industrial arts, secondary and trade schools in foren countries, the movement in the United States. The course also includes a brief bibliografy of articles that each student has red and reported on in class; 3 hours.

ART

RICHARD ERNESTI, Pd.M., Director.

31. A.—READING.—

1. Cross, Free-hand Drawing.
2. Cross, Light and Shade.
3. Cross, Color Study.
4. Cross, Mechanical Drawing (leaving out that part of Free-hand Drawing which deals with the glass slate).
5. Ch. G. Sullivan, Elements of Perspectiv.
6. Robt. C. Witt, How to Look at Pictures.

B.—WORK REQUIRED IN DRAWING.—

I.—Pictorial—

1. Two pencil outline drawings, showing some model or group of models from two different positions.
2. Two light and shade drawings, showing different views of some model or group of models.
3. Two drawings in pen and ink, light and shade; one from still life, one illustrating a thought or a story.
4. One drawing in the sepia pencil, light and shade, from still life.
5. One water color of still life study—fruit, vegetables, or some models.
6. (All sheets to have no less than five pictures). One drawing showing landscape in space division only, expresst by a simple line.

One drawing showing landscape masses, in silhouette expression.

One drawing showing landscape (pencil) in masses, light and shade.

One water color (polychrome) of landscape.

7. Two water color sketches, each representing plant forms and trees.

CONSTRUCTION (WORKING) DRAWINGS.—

1. Two drawings showing illustrations of orthographic projections of solids, using cube, hollow square prism, cylinder, and equi-angular prism.
2. One drawing illustrating orthographic projections of a piece of furniture.
3. One drawing—house plan.
4. One sheet lettering.

The geometric solids and their projections are only used as illustrations of these principles underlying construction; the working drawing, their revolution upon given angles and penetration of solids are omitted, and in their stead will be used the beginner's lessons in Architecture, dealing with the House Plan and Elevations, also construction of Furniture.

A thesis is required on Free-hand Drawing, Light and Shade, Color, and Mechanical Drawing.

All drawings to be made on 9 x 12 sheets, white or colored, as the case or taste may require.

32. A.—READING.—

1. R. Glazier, A Manual of Historic Ornament.
2. F. H. Daniels, The Teaching of Ornament.
3. Frank G. Jackson, Lessons in Decorative Design.
4. Anna M. Holland, Clay Modeling.

B.—WORK REQUIRED IN DRAWING.—Design.

1. One drawing expressing stencil design.
2. One drawing giving a vase in flat for clay modeling.
3. One drawing, book cover, showing both sides of cover and back.
4. One drawing, wall paper.
5. One drawing, rug pattern.
6. One drawing, stained glass window.
7. One drawing, door.

8. One drawing, historic ornament.
9. One drawing, textil pattern for curtain.
10. Design and making of an 11 x 14 portfolio to contain all drawings required.
11. The collecting, cutting and mounting of interesting and related magazine and calendar pictures upon six 9 x 12 sheets for the use of museum and picture study—the study of selection—composition.

All drawings to be made on 9 x 12 sheets, white or colored, as the case or taste may require.

33. A.—READING.—Same as in Course 31.
 B.—DRAWINGS.—The requirements of Course I are doubled, topic by topic. Details furnisht on application.
 C.—THESIS AND OTHER REQUIREMENTS, as in Course 32.
34. A.—READING.—Same as in Course 32.
 B.—DRAWINGS.—The requirements of Course 32 are doubled, topic by topic. Details furnisht on application.
 C.—THESIS AND OTHER REQUIREMENTS, as in Course 32.

36.—

1. John C. Van Dyke, History of Painting.
2. A. D. Hamlin, History of Architecture.
3. Allan Marquand, History of Sculpture.
4. Other reference reading *ad libitum*, such as:
 School Arts Book.
 International Studio.
 Craftsman.

A thesis each on History of Painting, Architecture, and Sculpture.

A thesis discussing Picture Study.

38. PICTORIAL.—

1. Three pencil drawings in light and shade.
2. Two ink drawings in light and shade.
3. Two sepia drawings in light and shade.
4. Two water color drawings in monotone.
5. Two water color drawings in polychrome.
6. Two color crayon (Dixon) drawings, polychrome.
7. One water color (6 x 9) drawing, landscape.

8. Two groups, five water color drawings, landscape.
9. Two groups, five pen and ink drawings, landscape.
10. Two groups, five water color monotone drawings, landscape.

Subjects selected by student.

A research into, and a rendering of a thesis on, the different systems of Art Education in use in the United States, and a selection of the best points made in each system.

39. CONSTRUCTION (MECHANICAL).—

1. Two drawings, front and side elevation of house. The elevation must have landscape (simple) surroundings.
2. One drawing, plan to same.
3. One drawing, sketch in water color in corner, and constructional analysis (working drawing) of piece of furniture.
4. One drawing, water color sketch and projections (working drawing) of some small bridge over creek or ditch, showing cross-sections, side and end views with landscape surroundings.
5. One drawing, water color sketch and projections (working drawing) of some simple fountain (drinking or decorative).

CONSTRUCTION AND DESIGN CORRELATED.—

1. The making of a book cover (design in color or monotone). This is made according to bookbinders' handicraft.
2. The making and decorating of a glove or handkerchief box.
3. The making and stenciling on suitable cloth of a sofa pillow, towel border, or curtain embellishment.
4. Designing on 9 x 12 paper in color or monotone of three models for clay bilding. Subjects optional.
5. Making and designing a portfolio.
6. Continuation of picture museum by adding six more selected sheets of pictures.

All drawings to be executed on 9 x 12 paper, white or colored, as case or taste dictate.

DESIGN.—Drawing of Form and Decoration.

1. One drawing, pitcher.

2. One drawing, plate.
3. One drawing, bowl.
4. One drawing, cup and saucer.
5. One drawing, rug pattern.
6. One drawing, wall paper, pattern of upper third and border.
7. One drawing, Textil pattern (imitating cloth). Sample piece of cloth attacht to sheet.
8. One drawing, hanging porch lamp.
9. One drawing, clock.
10. One drawing, fire-place (modern).
11. One drawing, staind glass window.
12. One drawing, door related to this window.

All these to be done in water color on 9 x 12 paper.

Examination two weeks at close of year.

DOMESTIC SCIENCE AND ART.

ELEANOR WILKINSON, Director.

AGNES SAUNDERS, A.B.

1. EVOLUTION OF THE HOUSE.—Senior College; 4 hours.
 1. Hutchinson, Prehistoric Man and Beast.
 2. Nadaillac, Manners and Monuments of Prehistoric People; Chapter IV.
 2. Lacroix, Manners, Customs and Dress. Chapter on Private Life.
 4. S. O. Eddy, Evolution of the English House.
 5. Mrs. A. M. Earle, Colonial Days in Old New England.
2. TEXTILS.—Junior College; 3 hours.
 1. Kate Heintz Watson, Textils and Clothing.
 2. Mason, Woman's Share in Primitive Culture.
 3. William Morris, Textils—The Lesser Arts.
 4. Mrs. A. M. Earle, Colonial Days in Old New England.

PHYSICAL EDUCATION.

JOHN THOMAS LISTER, A.B., Director.

MARY E. SCHENCK, Pd.M.

5. PLAYGROUND GAMES.—Three hours' credit.
 Bowen, Teaching of Gymnastic Games.
 Johnson, Education by Plays and Games.
 Dudley and Kellor, Athletic Games in the Education of Women.
 Hill, Athletics and Sports for Women.
 Bancroft, Games for the Playground, House, School and Gymnasium.
 A syllabus will be sent to applicants for the course.
 MR. LISTER.
6. SWEDISH GYMNASTICS.—Three hours' credit.
 Posse, Special Kinesiology of Educational Gymnastics.
 Skarstrom, Gymnastics Kinesiology.
 Anderson, Best Methods of Teaching Gymnastics.
 A syllabus will be sent to applicants for the course.
 MR. LISTER.
9. FOLK DANCES.—Three hours' credit.
 Lundgren, Marching Calisthenics and Fancy Steps for the Gymnasium.
 Lundgren, Successful Drills and Marches.
 Hill, Athletics and Outdoor Sports for Women.
 Gulick, The Healthful Art of Dancing.
 Gulick, Folk Dancing (pamphlet).
 Burchenal, Folk Dances and Singing Games.
 Crampton, The Folk Dance Book.
 A syllabus will be sent to applicants for the course.
 MISS SCHENCK.

PROFESSIONAL WORK.

IRVING ELGAR 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 Col-
lege, 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.—Bio-
nomics.

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

For the study of Education and the successful practis 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 practis teaching under the
guidance and direction of experts. Consequently there are the
following elements of required professional work:

Required Professional Courses:

JUNIOR COLLEGE.—First year: Biology 2 (Education 38), Sociol-
ogy 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.

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 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.
38. BIONOMICS.—Junior College, first year; required; 5 hours. A course on the life process, designed to prepare students for the more intelligent study of educational problems. Given in the Department of Biology as Course 2. Mr. Beardsley and Mr. Adams.
39. EDUCATIONAL SOCIOLOGY.—Junior College; first year; required; 3 hours.

A course on the social process, designed to prepare students for the more intelligent study of educational problems. Given in the Department of Sociology as Course 3. Mr. G. R. Miller.

4. EDUCATIONAL PSYCHOLOGY.—Junior College; First Year; required; 4 hours.

A course on the mental process, designed to put the main conclusions of psychology into a more usable form for application in the school room. Given in the Department of Psychology as Course 3.

1. GENERAL METHOD.—Junior College; first year; required; 4 hours.

A non-resident substitute for resident course entitled, "Observation in the Training School." Given in the Training School Department as Course 1.

18. BIOTICS IN EDUCATION.—Required of Senior College students.

A.—Heredity and Education; 3 hours.

1. Thompson, J. Arthur, Heredity.
2. Weismann, Essay on Heredity, Vol. 1.

B.—Evolution and Education; 3 hours.

1. Jordan, Footnotes to Evolution.
2. Jordan and Kellogg, Evolution and Animal Life.
3. Darwin, Origin of Species.

C.—Motorization and Education; 3 hours.

1. Bawden, Principles of Pragmatism.
2. Dewey, Studies in Logical Theory.
3. Schiller, Humanism.

NOTE—Some substitutes for the books in the above courses in Biotics may be arranged for. President Snyder.

10. HISTORY OF EDUCATION.—Junior College and Senior College; Electiv; 4 hours.

This course in non-residence corresponds in a general way to the series of courses scheduled in the regular catalog as Courses 10, 32, and 33 in Education. It is not so detailed as these courses, but is designed rather to give the student a general view of the whole field of the history of education. Those who wish to pursue a more specialized course, as, for example, a course in the great educational classics or in some special field

or period in the history of education, should correspond with the instructor regarding the requirements of such a course.

Credit for Course 10 will be based on the study of four books, according to the directions given in Course 11 below.

Books to be used:

1. Kemp, History of Education; or Monroe, Brief Course in the History of Education; or Parker's History of Modern Elementary Education.
2. Graves, Great Educators of Three Centuries; or Munroe, Educational Ideal; or Quick, Educational Reformers; or Misawa, Modern Educators and Their Ideals.
3. Vandewalker, The Kindergarten in American Education; or Hinsdale, Horace Mann and the Educational Revival in the United States.
4. Thwing, History of Education in America Since the Civil War; or Slosson, Great American Universities; or Adams, John, Evolution of Educational Theory; or Thwing, Universities of the World.

Essay Topics—Write on any three:

1. The ideal of a "liberal education"; its origin and nature in Greek education; its revival and development in the Renaissance movement; its modification and reconstruction thru the scientific movement and the growth of a larger social conception of education.
2. Physical education; trace the rise and fall of the curve of interest in the place of the body in education thru the main periods of the history of education, and connect the same with the general conceptions of the aims and purposes of life that prevailed.
3. The ramifications of the esthetic element in Greek education. Compare other periods in the history of education with the Greek in respect to this element. To what extent are we recognizing the validity of the esthetic ideal in education at the present time? Is adequate provision made for it?
4. The essential characteristics of "Scholasticism." The persistence of the spirit and essence of scholasticism beyond the historic era of "Scholasticism." Elements of schol-

asticism that still cling to ideals, methods, and practices with which you are acquainted in the work of the schools of the present.

5. Permanent and universal educational principles disclosed by the study of the educational ideals, methods, and practices of primitive peoples.
6. The most characteristic contributions of the Renaissance movement to the curriculum and the educational ideals of the Nineteenth Century.
7. A brief discussion of the essential elements in Rousseau's doctrine of "Naturalism," and a detailed discussion of the naturalistic elements in the educational theory and practice of to-day.
8. Starting with Pestalozzi, trace the most significant stages of progress in method, or the teaching process, involved in the work of Pestalozzi, Herbart, and Froebel.
9. The most significant advance movements in the educational life of America since the Civil War.
10. An account of the progress in the use of the mother tongue in education since the Middle Ages.

DR. IRVING E. MILLER.

11. PRINCIPLES OF EDUCATION.—Junior College; Second year; required; 4 hours.

NOTE—If Course 1 in Education is taken in non-residence, Course 11 must be taken in residence.

This is a general course designed to give a balanced and systematic view of the fundamental principles which underlie the modern philosophy, or science, of education. The biological and functional points of view are presupposed in the discussions of the meaning and aim of education and as furnishing the distinctive point of view for the interpretation of method. Educational values are estimated in terms of the part which they play in furthering the social process.

Directions:

Credit for this course in non-residence will be based upon the study of four books according to directions given below.

(1) One book—A somewhat detailed statement of the main points (about ten) that have been of special interest or profit to you, together with the reasons why.

(2) Three books—Reviews in the form of summaries which give in a connected form the main thought of the text. Such summaries, if properly made, need not be longer on the average than two pages of theme paper per chapter.

(3) A series of three essays (from 600 to 800 words in length) on assigned topics, the essays to draw upon all the available material of the course, wherever found, and to represent some degree of originality and constructive power in the treatment of the material. These papers should be concise and to the point, the treatment of the various phases of the topic having regard to a well-rounded discussion within a brief compass.

Books to be used:

1. Ruediger, Principles of Education; or Henderson, Text Book in the Principles of Education.
2. Miller, Psychology of Thinking; or Dewey, How We Think.
3. Partridge, Genetic Philosophy of Education (a book which summarizes and interprets the educational philosophy of G. Stanley Hall).
4. O'Shea, Education as Adjustment.

NOTE.—Numbers 1 and 2 are fixed requirements. Substitutions for numbers 3 and 4 may be made from the following list: Horne, Philosophy of Education; Horne, Idealism in Education; Bagley, Educational Values; Bagley, Craftsmanship in Teaching; O'Shea, Dynamic Factors in Education; Thorndike, Education; Swift, Mind in the Making; Offner, Mental Fatigue.

Essay Topics—Write on any three:

1. The most fundamental implications for education of the biological conception of mind.
2. A critique of various characteristic formulations of the meaning and aim of education, written from the point of view of adjustment between the individual and his environment.
3. The consequences to educational theory and practice of a fuller recognition of the function of feeling in the life of the pupil.
4. The *functional* relation between the theoretical, abstract, or academic, and the practical in education.

5. An essay on "Play," in which (1) play, work, and drudgery are distinguished and compared and discussed in terms of practical school work; (2) play, games, gymnastics, and athletics are distinguished and compared with special reference to making clear the *specific* value of each in education.
6. The development and training of *thinking* in the life of the pupil. In your discussion, unite the theoretical and practical aspects of the subject by focussing it upon the work of some particular grade in which you are interested.
7. A critique of the "developing method," including an account of the developing method as ordinarily used, a criticism of its psychology, and a suggested reconstruction in harmony with the principles of functional psychology.
8. The esthetic element in education; the provision already made for it in the curriculum of the elementary school; its justification; question of adequacy of recognition given to it.
9. The *specific* functions of the different school subjects commonly taught in the elementary school, such as arithmetic, language, nature study, music, geography, history, etc.; or the main educational values of each.
10. The respective functions and interrelations of the liberal and the vocational elements in education.

DR. IRVING E. MILLER.

12. CURRENT SOCIAL MOVEMENTS IN EDUCATION.—Junior College and Senior College; elective; 3 hours.

This course is designed to give the pupil an acquaintance with the various movements that are broadening the scope of education and widening the general usefulness of the school to society. Among those most prominently considered are the social center movement, the playground movement, the vocational movement, the movement for systematic moral instruction, and the general reconstructions of subject-matter and method that grow out of changing conceptions of educational values and the growing demand that the school shall more completely realize its full social function.

Credit for this course in non-residence will be based upon the study of four books according to the directions given in Course 11.

Books to be used:

1. Perry, Wider Use of the School Plant.
2. Tenth Year Book (1911) of the National Society for the Study of Education—Part I, The City School as a Community Center, and Part II, The Rural School as a Community Center.
3. Eleventh Year Book (1912) of the National Society for the Study of Education—Part I, Typical Experiments in Industrial Education, and Part II, Agricultural Education in Secondary Schools. Or, in place of this Year Book, take Kerschensteiner, Education for Citizenship; or Leavitt, Examples of Industrial Education; or Davenport, Education for Efficiency; or Carlton, Education and Industrial Evolution.
4. Monroe, Brief Course in the History of Education, chapters 12, 13, 14; and Horne, Philosophy of Education, chapters 4, 5. Or take Smith, W. H., All the Children of All the People; or Forbush, The Coming Generation; or four of the following Riverside Educational Monographs: Cubberley, Changing Conceptions of Education; Snedden, The Problem of Vocational Education; Bloomfield, Vocational Guidance; Perry, Status of the Teacher; Eliot, Education for Efficiency; Hyde, The Teacher's Philosophy; Weeks, The People's School.

Essay Topics—Choose any three:

1. Characteristic current movements that all have as their common impulse "the wider use of the school plant." A summary and brief description of as many of these movements as possible.
2. The democratization and socialization of education.
3. The demand for a larger provision for vocational education. The social conditions which have created the demand. The nature and extent of the vocational movement in the United States.
4. Comparison of the provision made for vocational education in Germany with that in the United States.

5. The school in which I teach viewed as a community center. To what extent? How could its usefulness to society be increased?
6. The playground equipment that is practicable for and within the reach of the ordinary one-room school of Colorado. Discussion of the organization of the play activities of such a school.
7. The rural school in the focus of attention. Lines of growth, development, and reconstruction.
8. Growth in the consciousness of social responsibility for the various groups of children that are not to be classed as "average" or "normal."
9. The increasing pressure on the school for systematic moral education.
10. Changing estimates of the values of traditional subjects of study. The resulting changes in courses of study and in the content of common school subjects, such as arithmetic, geography, grammar, etc.

DR. IRVING E. MILLER.

15. ETHICS AND MORAL EDUCATION.—Senior College; elective; 3 hours.

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 to-day. Attention will be paid also to the principles underlying the development of the moral consciousness of children and to the problem of moral training in the public schools.

Credit for this course in non-residence will be based on the study of three fair-sized books, two small books being grouped together and counting as one in some places. For the general plan of study, see directions under course 11 in Education. This plan will be modified for this course as indicated in the book list given below.

Books to be used:

1. Dewey and Tufts, *Ethics*, Parts I and II; give summaries.
2. Clark, J. King, *Systematic Moral Education*; and Cabot, Ella Lyman, *Ethics for Children*; give points of interest and profit.

3. Palmer, Ethical and Moral Instruction in the Schools; and Dewey, Moral Principles in Education; give summaries.

Essays:

Write two essays, choosing your own topics.

DR. IRVING E. MILLER.

22. EVOLUTION OF THE SECONDARY SCHOOL SYSTEM.—Senior College; elective; 2 hours.

This course aims to give sufficient historical background to make intelligible the function of the American high school in the life of the state and the nation, and to give a basis for interpretation of the reconstructions that are going on in the fields of high school organization, curriculum, and method.

Credit for this course will be based upon the study of one book, namely, Brown, E. E., *The Making of our Middle Schools*. For a statement of the three main points in the mode of procedure, see general directions given under Course 11 in Education. These will be modified for this course to make (1) the discussion of five points of interest or profit; (2) one book to be summarized, not additional, but the same as in (1); (3) two essays.

Some suggested essay topics:

1. The influence of English and other foreign school organization on the evolution of secondary education in America.
2. Comparison between the academies and the public high schools of the United States.
3. The influence of the colleges and universities upon the ideals, inner life, curriculum, and methods of the high school.
4. The evolution of English (both language and literature) as a high school subject, both as to content and as to method. Or any other modern subject in the curriculum.
5. Democratization and popularization of the high school.
6. The present trend of high school reconstruction, discussed in terms of organization, curriculum, and method.
7. The widening social service of the American high school.

DR. IRVING E. MILLER.

9. RURAL SCHOOL MANAGEMENT.—Junior College; electiv; 4 hours.

This is a course designd to put rural school teachers in touch with the principles of method and the modes of procedure most fundamental to successful work in the country school. It is planned with reference to certain inspirational values also.

Credit for the course will be based upon careful summarizing of the following books:

1. Harvey, Principles of Teaching; or Seerley, The Country School.
2. McMurray, How to Study and Teaching Children How to Study.
3. Betts, The Recitation.
4. McKeever, Farm Boys and Girls; or McKenny, Personality of the Teacher.

Summaries should be carefully made with special reference to giving the main thought of the chapters in connected form. If properly done, an average of about three pages of theme paper per chapter should be sufficient.

MR. MOONEY.

24. SCHOOL ADMINISTRATION.—Junior College and Senior College; Electiv; 4 hours.

A course designd to cover the discussion of those topics which are of most concern to those who are interested in the various phases of management and administration of city schools.

Credit for the course will be based upon the careful summarizing of the following books:

1. Dutton and Snedden, The Administration of Public Education in the United States.
2. Perry, A. C., Outlines of School Administration.
3. Weeks, Ruth, The People's School.
4. Smith, W. H., All the Children of All the People.

MR. MOONEY.

19. PRINCIPLES OF HIGH SCHOOL EDUCATION; Senior College; Electiv; 3 hours.

On account of the wide variety of current literature drawn upon in the conduct of this course, it is not easily taken in non-residence. In exceptional cases, where students are experienced

in teaching and where there are excellent library facilities, arrangements for this course may be made by correspondence with the instructor.

Dr. Irving E. Miller.

23. SPECIAL RESEARCH COURSE.—Senior College; elective.

Students desiring to work on some special problem not provided for in the regular courses, may arrange to do intensive work by correspondence, the details of which can be arranged with the instructor to suit the needs of the individual.

Dr. Irving E. Miller.

THE TRAINING DEPARTMENT.

D. D. HUGH, A.M., Dean.

CHAS. H. BRADY, A.M., Principal of the High School.

EDGAR D. RANDOLPH, A.B., Principal of the Elementary School.

ELIZABETH MAUD CANNELL, Principal of the Kindergarten.

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 that are closely related to the required teaching. On account of the practical character of such courses, it is difficult for them to be given in non-residence, but a few are outlined below. The teaching is usually done in residence. However, practis teaching may be credited on the basis of teaching done in public schools under competent supervision, provided that properly certified statements in regard to this work are filed with the Dean of the College at least one month before the student expects to graduate. Blanks for this purpose may be obtained on application. The amount of teaching that will be credited on such work will depend upon the nature of the experience.

1. GENERAL METHOD.—Required as a prerequisite to teaching;
Junior or Senior College.
 1. Charters, Methods of Teaching.
 2. Strayer, A Brief Course in the Teaching Process.
 3. McMurry, How to Study and Teaching How to Study.

4. Pamphlets:

(a) Dewey, *The Child and the Curriculum.*
The Educational Situation.

(b) Colorado State Teachers College Bulletin on
 General Method (in preparation).

Students are expected to write brief summaries of the books—about two to four pages for each chapter. They are also required to write an additional paper describing from their own point of view the chief types of lessons and the characteristics of each, and further to submit a detailed description of the way in which they would teach three typical lessons. 4 hours. Mr. Hugh.

2. KINDERGARTEN TEACHING.—Required of students preparing to be Kindergarten Teachers.

Fifteen hours are required of Junior College students.

Twenty additional hours are required of Senior College students. Mr. Hugh and Miss Cannell.

(In the Junior College, 5 additional hours will be required to major in both the kindergarten and primary grades.)

3. ELEMENTARY SCHOOL TEACHING.—Required of students preparing to be elementary school teachers.

Fifteen hours are required of Junior College students.

Twenty additional hours are required of Senior College students. Mr. Hugh and Mr. Randolph.

4. HIGH SCHOOL TEACHING.—Required of students preparing to be high school teachers.

Fifteen hours are required of Junior College students.

Twenty additional hours are required of Senior College students. Mr. Hugh and Mr. Brady.

5. THE CURRICULUM OF THE ELEMENTARY SCHOOL.—Elective; Junior and Senior College.

1. Bagley, *Educational Values.*

2. Curriculum of the Elementary School.

3. Pamphlets:

(1) Elementary School Course of Study, University of Chicago.

(2) Illinois State Course of Study.

(3) Colorado State Course of Study.

(4) Bulletins of Colorado State Teachers College on History, Nature-Study, etc.

Students are expected (1) to make a synopsis of Number 1 above; (2) to write an outline, based upon Number 2, of the material for six of the principal subjects thruout each grade of the elementary school; (3) to compare the material with that suggested in the other courses of study mentioned; and (4) to write their own criticisms and suggestions. If any of the above pamphlets are not available, courses of study for the principal Colorado cities may be substituted; 3 hours. Mr. Hugh.

6. ADMINISTRATIVE PROBLEMS IN SECONDARY EDUCATION.—Senior College.

The following topics are suggested for study: General aims of secondary education; relation of the high school to the elementary school and college; causes of elimination and retardation of high school pupils; high school courses of study; various types of high schools; specialization in high school; management of adolescents; organization and administration of high schools.

1. Brown, *The American School*.
2. DeGarmo, *Principles of Secondary Education*, Volume 1 (*The Studies*).
3. Hollister, *High School Administration*.
4. Van Denburg, *Elimination and Retardation of High School Pupils*.

The above constitute the required reading. Candidates are expected to furnish a summary of each of these books and also to prepare a paper on one of the above named topics; 4 hours.

Mr. Brady.

7. MATERIAL AND METHODS FOR UPPER GRADE LITERATURE.—3 hours.

1. Colby, *Literature and Life in School*.
2. Woodberry, *The Appreciation of Literature*.
3. Bates, *Talks on the Teaching of Literature*.
4. Curry, *Literary Readings*.

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. 1, 2, and 3 are required for this course. 4 is not required: it is useful in that it contains much of the material that will be worked out for presentation, and has valuable study suggestions. Directions for study will be furnished on application to the Dean of the College.

NOTE.—This course is English 5 of the resident bulletin; 2 hours. Mr. Randolph.

8. PRIMARY METHODS.—

A.—This course is designed more especially for teachers of the first grade. A general knowledge of child study, psychology and general methods is prerequisite. The student will (1) give a brief synopsis of the four books listed; (2) draw up a course of study for the first two grades based on the suggestions in the pamphlets; (3) give a detailed description of six typical lessons, three for the first month of the first school year and three for the sixth month.

Bryant, *How to Tell Stories to Children.*

Thompson, *Psychology of Writing.*

Huey, *Psychology and Pedagogy of Reading.*

Suzzallo, *The Teaching of Primary Arithmetic.*

Pamphlets:

Curriculum of Horace Mann School—Grades 1 and 2.

Curriculum, College of Education, University of Chicago
—Grades 1 and 2.

Colorado State Course of Study.

Bulletins of State Teachers College—Courses of Study in
the Elementary School; 4 hours. Miss Long.

B.—PRIMARY METHODS.—Electiv.

The emphasis for this course is upon the second and third grade work.

A thesis is required for this course, of about one thousand words, on the function of reading, number work, and the story in the life of the second and third grade child; and also a written synopsis of the following books:

1. Thorndike, *Education*; Book 1.
2. Suzzallo, *The Teaching of Primary Arithmetic.*
3. Sweet, *Sounds of English.*
4. Huey, *The Psychology and Pedagogy of Reading.*

5. Bryant, How to Tell Stories to Children.
4 hours. Mrs. Sibley.

Only one of these two courses may be taken in non-residence.

9. KINDERGARTEN THEORY.—5 hours.

Harrison, A Study of Child Nature.

Poulsson, Love and Law in Child Training.

Kraus-Boelte, The Kindergarten Guide, Volume 1.

Wiggin and Smith, Kindergarten Principles and Practice;
The Gifts.

Detailed reviews of the first three books will be required, giving a summary of each chapter, together with the student's discussion and pedagogical application of the principles discussed by the author.

Practical work will also be required with the third and fourth gifts, which may be obtained of Hoover Brothers, 418 East Ninth Street, Kansas City, Mo. In this connection selected parts of the last two books should be read, as given in a syllabus of directions which will be furnished on application.

Materials and directions for hand work in "free-hand" and needle weaving will also be sent on application.

NOTE.—This is the same as Course 2, Kindergarten Department. Elizabeth Maud Cannell; 5 hours.

6. KINDERGARTEN THEORY.—5 hours.

Bowen, Froebel and Education by Self-Activity.

Hughes, Froebel's Educational Laws for All Teachers.

Montessori, The Montessori Method.

Froebel, Education of Man; W. N. Hailmann, translator.

The first two books to be reviewed chapter by chapter. The last two to be discussed comparatively and under topics furnished on application. Open to students who have had courses 1, 2, 3, 4.

This course is the same as Course 6 in the Kindergarten department. Elizabeth Maud Cannell; 5 hours.

KINDERGARTEN.

ELIZABETH MAUD CANNELL, DIRECTOR.

2. KINDERGARTEN THEORY.—5 hours.

Harrison, A Study of Child Nature.

Birney, Childhood.

Poulsson, Love and Law in Child Training.

Kraus-Boelte, The Kindergarten Guide; Volume 1.

Wiggin and Smith, Kindergarten Principles and Practice;
The Gifts.

Detailed reviews of the first three books will be required, giving a summary of each chapter, together with the students' discussion and pedagogical application of the principles discussed by the author.

Practical work will also be required with the third and fourth gifts, which may be obtained of Hoover Brothers, 418 East Ninth Street, Kansas City, Mo. In this connection, selected parts of the last two books should be read, as given in a syllabus of directions which will be furnished on application.

Materials and directions for hand work in "free-hand" and needle weaving will also be sent on application.

6. KINDERGARTEN THEORY.—5 hours.

Bowen, Froebel and Education by Self Activity.

Hughes, Froebel's Educational Laws for All Teachers.

Montessori, The Montessori Method.

Froebel, Education of Man; W. N. Hailmann, translator.

The first two books to be reviewed chapter by chapter. The last two, to be discussed comparatively and under topics furnished on application. Open to students who have had courses 1, 2, 3, 4.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, PH.D.

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

1. GENERAL PSYCHOLOGY.—4 hours.

Pillsbury, Essentials of Psychology.

Make a careful outline of the text, and write out the answers to the questions at the end of the chapters.

2. EBBINGHAUS PSYCHOLOGY.—Read the text and write out the answers to the questions at the end of the chapters.
3. WITMER, ANALYTIC PSYCHOLOGY.—Work out the experiments. Keep careful notes on all the results.
4. ANGELL, CHAPTERS FROM MODERN PSYCHOLOGY.—Make a digest of the text.

Directions for the work:

Send in the manuscript for each book as soon as it is completed. Do not send in reports on more than one book at a time.

Mr. De Busk.

4. CHILD STUDY.—Junior College and Senior College; 3 hours; Electiv.

The purpose of this course is to give the student a fuller knowledge of the nature of the child, in order that he may be the better able to care for, train and educate it.

1. Chance, *The Care of the Child.*
Shinn, *The Biography of a Baby.*
2. Tanner, *The Child.*
3. Two of the following books:
 - (a) Abbott, *On the Training of Parents.*
 - (b) Addams, *The Spirit of Youth and the City Streets.*
 - (c) Hall, *Aspects of Child Life and Development.*
 - (d) Hutchinson, *We and Our Children.*
 - (e) Moll, *The Sexual Life of the Child.*
 - (f) Mumford, *The Dawn of Character.*
 - (g) Puffer, *The Boy and His Gang.*
 - (h) Tyler, *Growth and Education.*
 - (i) Swift, *Youth and the Race.*

Dr. Heilman.

5. CLINICAL PSYCHOLOGY.—Junior College and Senior College; 3 hours; Electiv.

The factors which may retard or promote the development of each child are treated in this course.

1. Cornell, *Health and Medical Inspection of School Children.*
2. *Feeble-mindedness in Children of School Age*—Lapage.
3. Two of the following books:
 - (a) Witmer, *The Special Class for Backward Children.*

- (b) Warner, *The Study of Children*.
- (c) Maennel, *Auxiliary Education*.
- (d) *The Conservation of the Child*.
- (e) Huey, *Backward and Feeble-minded Children*.
- (f) *Scripture, Stuttering and Lispings*.

Dr. Heilman.

In doing the work prescribed for Courses 4 and 5, students are requested to continue their reading on a chapter until they can write out the main thought with some completeness, without referring to the text. Usually from 3 to 8 pages will suffice for a chapter.

BIBLIOGRAPHY.

Below is appended a complete list of the books, in alphabetical order, used in the courses outlined in this bulletin. Students may purchase books directly from the publishers; or from their local book dealers; or from the general book stores, such as A. C. McClurg & Co., Chicago; The Herrick Book Store, Denver; or Kendrick & Bangs, Denver. Students wishing to rent books may get them from the Librarian, O. E. L., 1207 Q St., N. W., Washington, D. C. This library has a copy of our bulletin, and has on its shelves all the books in this list. Their rental charge is five cents a week per volume, the renter paying transportation charges both ways.

BIBLIOGRAPHY.

- Abbott—*Roman Political Institutions*; Ginn; \$1.50.
 Abbott—*On the Training of Parents*; Houghton; \$1.00.
 Adams, John—*Evolution of Educational Theory*; Macmillan;
 \$2.75.
 Adams—*Civilization in the Middle Ages*; Scribners; \$2.50.
 Addams—*Spirit of Youth and the City Streets*; Macmillan; \$1.25.
 Alarcon—*El Capitan Veneno*; A. B. C.; \$.50.
 Anderson, W.—*Best Methods of Teaching Gymnastics*; Hinds;
 \$1.25.
 Andrews—*Development of Modern Europe*; Putnam; \$2.50.
 Angell—*Chapters from Modern Psychology*; Longman; \$1.35.
 Ashton—*Plane and Solid Analytic Geometry*; Scribner; \$1.25.
 Auerbach—*Brigitta*; Ginn & Co.; \$.40.

- Austen—Pride and Prejudice; various editions.
Avebury—Prehistoric Times; Appleton; \$5.50.
- Bagley—Educational Values; Macmillan; \$1.10.
Bagley—Craftsmanship in Teaching; Macmillan; \$1.10.
Bailey—Training of Farmers; Century; \$1.00.
Bailey—The State and the Farmers; Macmillan; \$1.00.
Bailey, F. M.—Handbook of the Birds of the Western United States; Houghton; \$3.50.
- Baldwin—The American Judiciary; Century; \$1.25.
Bancroft—Games for Playground, House, School, and Gymnasium; Macmillan; \$1.50.
- Barnsby—Spanish Reader; Heath; \$.75.
Barrows and Salisbury—Elements of Geography; Holt; \$1.50.
Bassett—The Federalist System; Harper; \$2.00.
Bates—Talks on the Teaching of Literature; Houghton; \$1.25.
Bawden—Principles of Pragmatism; Houghton; \$1.50.
Beddard, F. E.—The Geographical Distribution; Macmillan; \$1.50.
- Bebee, C. W.—The Bird; Holt; \$3.50.
Bentley—The Process of Government; Univ. of Chic.; \$3.00.
Birney—Childhood; F. A. Stokes Co.; \$1.00.
Bernstein—Evolutionary Socialism; Huebach; \$1.00.
Betts—The Recitation; Houghton; \$.60.
Bloomfield—Vocational Guidance; Houghton; \$.60.
Boas—The Mind of Primitive Man; Macmillan; \$1.50.
Bogart—Economic History of the United States; Longmans; \$1.75.
- Bourne—Spain in America; Harper; \$2.00.
Bourne—The Teaching of History and Civics; Longmans; \$1.50.
Bowen—Froebel and Education by Self Activity; Scribner; \$1.00.
Bowen—Teaching of Gymnastic Games; Bassette; \$1.50.
Bransby—Spanish Reader; Heath; \$.75.
Bronte—Jane Eyre; various editions.
Brown—The American High School; Macmillan; \$1.40.
Browning—The Blot on the 'Scutcheon; Heath; \$.60.
Bryant—How to Tell Stories to Children; Houghton; \$1.00.
Bryce—The American Commonwealth, 2 vols.; Macmillan; \$4.00.
Bullock—Selected Readings in Public Finance; Ginn; \$2.70.
Burchenal—Folk Dances and Singing Games; Schirmer; \$1.50.
Butterfield—Chapters in Rural Progress; Univ. of Chicago Press; \$1.00.

- Cairns, Wm. B.—A History of American Literature; Oxford; \$1.50.
- Campbell—Industrial Accident Compensation; Houghton; \$1.00.
- Carlton—Education and Industrial Evolution; Macmillan; \$1.35.
- Carpenter, G. R.—American Prose; Macmillan; \$1.25.
- Chance—The Care of the Child; Penn. Pub. Co.; \$1.00.
- Channing—The Jeffersonian System; Harper; \$2.00.
- Chapman & Reed—Color Key to North American Birds; Double-day; \$2.50.
- Charters—Methods of Teaching; Row, Peterson Co.; \$1.10.
- Cheyney—European Background to American History; Harper; \$2.00.
- Child, C. G.—Beowulf; Houghton; \$.25.
- Church—Roman Social Life in the Days of Cicero; Macmillan; \$.50.
- Clark, John King—Systematic Moral Education; Barnes; \$1.00.
- Clow—Introduction to the Study of Commerce; Silver; \$1.25.
- Colby—Literature and Life in School; Houghton; \$1.25.
- Commons—Races and Immigrants in America; Macmillan; \$1.50.
- Coman—Industrial History of the United States; Macmillan; \$1.25.
- Cooley—Human Nature and the Social Order; Scribner; \$1.50.
- Cooley—Social Organization; Scribner; \$1.50.
- Cooper—The Spy, or The Pilot; various editions.
- Cornell—Health and Medical Inspection of School Children; Davis; \$3.00.
- Crampton—The Folk Dance Book; Barnes; \$1.50.
- Cross—Free-hand Drawing; Ginn; \$.80.
- Cross—The Development of the English Novel; Macmillan; \$1.50.
- Cross—Light and Shade; Ginn; \$1.00.
- Cross—Color Study; Ginn; \$.60.
- Cross—Mechanical Drawing; Ginn; \$1.00.
- Cubberley—Changing Conceptions of Education; Houghton; \$.35.
- Curriculum of the Elementary School, Columbia University, \$2.00.
- Curry—Literary Readings; Rand; \$1.25.
- Daniels, F. H.—The Teaching of Ornament; Witter; \$1.50.
- Darwin—Origin of Species; Macmillan; \$2.00.
- Davenport—Education for Efficiency; Heath; \$1.00.
- Davis—Physical Geography; Ginn; \$1.25.
- Dawson—Evolution of Modern German; Scribner; \$4.00.

- Day—A History of Commerce; Longmans; \$2.00.
Dealey—Sociology; Merrill; \$1.25.
DeGarmo—Principles of Secondary Education, Vol. 1; Macmillan; \$1.25.
Deming—The Government of American Cities; Putnam; \$1.50.
Devine—Misery and Its Causes; Macmillan; \$1.25.
Dewey—Financial History of the United States; Longmans; \$2.00.
Dewey—The Child and the Curriculum; U. of Chicago; \$.25.
Dewey—The Educational Situation; U. of Chicago, \$.50.
Dewey—Studies in Logical Theory; U. of Chicago; \$2.50.
Dewey—How We Think; Heath; \$1.00.
Dewey and Tufts—Ethics; Holt; \$2.00.
Dewey—Moral Principles in Education; Houghton; \$.35.
Dickens—A Tale of Two Cities; various editions.
Dill—Roman Society in the Last Days of the Western Empire; Macmillan; \$1.75.
Dudley and Keller—Athletic Games in Education of Women; Holt; \$1.25.
Dunning, W. A.—Reconstruction; Harpers; \$2.00.
Dutton and Snedden—The Administration of Public Education in the United States; Macmillan; \$1.75.
Durell—Plane Trigonometry and Tables; Merrill, C. E.; \$1.25.
Earl, Mrs. A. M.—Colonial Days in Old New England; Scribner; \$1.25.
Earl—Home Life in Colonial Days; Macmillan; \$2.50.
Ebbinghaus—Psychology; Heath; \$1.00.
Addy, S. O.—Evolution of the English House; (out of print Macmillan (1899)); \$1.50.
Eliot—The Mill on the Floss; various editions.
Eliot—Education for Efficiency; Houghton; \$.35.
Ellis—Quantitative Pronunciation of Latin.
Ellwood—Sociology in Its Psychological Aspects; Appleton; \$2.50.
Emerson—The American Scholar; Houghton; \$.15.
Everyman—A Morality Play; Houghton; \$.25.
Eichendorff—Aus dem Leben eins Taugenichts; Holt; \$.40.
Fairchild—Rural Wealth and Welfare; Macmillan; \$1.25.
Fess—The History of Political Theory and Party Organization in the United States; Ginn; \$1.50.

- Fielding—Tom Jones, or Amelia; various editions.
- Finley and Sanderson—The American Executive and Executive Methods; Century; \$1.25.
- Fisher and Schwatt—Higher Algebra; Macmillan; \$1.50.
- Fiske—Critical Period of American History; Houghton; \$2.00.
- Fiske—Myths and Myth Makers; Houghton; \$2.00.
- Foght—The American Rural School; Macmillan; \$1.25.
- Forrest—Development of Western Civilization; U. of Chicago, \$2.00.
- Forbush—The Coming Generation; Appleton; \$1.50.
- Frazer and Squair—French Grammar; Heath; \$1.15.
- Franklin—The Autobiography; various editions.
- Freytag—Die Journalisten; A. B. Co.; \$.35.
- Froebel—Education of Man; Appleton; \$1.50.
- Fulton, Edward—English Prose Composition; Holt; \$1.00.
- Galdos—Electra; A. B. Co.; \$.70.
- Gayley—Classic Myths; Ginn; \$1.50.
- Gauss—American Government; Himebaugh & Browne; \$1.50.
- Garrison—Westward Extension; Harper; \$2.00.
- Gibbins—Industry in England; Scribner; \$2.50.
- Giddings—Elements of Sociology; Macmillan; \$1.25.
- Giddings—Principles of Sociology; Macmillan; \$2.60.
- Glazier, R.—A Manual of Historic Ornament; Scribner; \$2.50.
- Godkin—Problems of Modern Democracy; Scribner; \$2.00.
- Goldsmith—She Stoops to Conquer; Houghton; \$.15.
- Goodnow—Social Reform and the Constitution; Macmillan; \$1.50.
- Goodnow—Municipal Government; Century; \$3.00.
- Grimm—Kinder und Hausmaerchen; Heath; \$.45.
- Graves—Great Educators of Three Centuries; Macmillan; \$1.10.
- Guerber—Marchen und Erzaehlungen; Heath; \$.60.
- Guerber—Contes et Legendes; A. B. C.; \$.60.
- Guitteau—Government and Politics in the United States; Houghton; \$1.00.
- Gulick—The Healthful Art of Dancing; Doubleday; \$1.40.
- Gulick—Folk Dancing; Doubleday; \$.05.
- Hale—The Anticipatory Subjunctive; U. of Chicago; \$.50.
- Hale—The Art of Latin Reading; Ginn; \$.25.
- Halevy—L'Abbe Constantin; Holt; \$.45.
- Hall—Educational Problems, 2 vols.; Appleton; \$7.50.
- Hall—Aspects of Child Life and Development; Ginn; \$1.50.

- Hamlin, A. D.—History of Architecture; Longmans; \$2.00.
- Harrison—A Study of Child Nature; Chicago Kindergarten College; \$1.00.
- Harvey—Principles of Teaching; Row, Peterson & Co.; \$1.25.
- Hawthorne—The Scarlet Letter; various editions.
- Hawthorne—Twice Told Tales; various editions.
- Henderson—Text Book in the Principles of Education; Macmillan; \$1.50.
- Heyse—L'Arrabbiatta; A. B. C.; \$.30.
- Hill—Athletics and Outdoor Sports for Women; Bassette; \$1.35.
- Hillern—Hoeher als die Kirche; A. B. Co.; \$.25.
- Hills and Ford—Spanish Grammar; Heath; \$1.25.
- Hinsdale—Horace Mann and the Educational Review in the United States; Scribner; \$1.00.
- Hinsdale—How to Study and Teach History; Appleton; \$1.50.
- Hobhouse—Social Evolution and Political Theory; Lemcke; \$1.50.
- Holland—Builders of United Italy; Holt; \$2.00.
- Holland, Anna M.—Clay Modeling; Ginn; \$.75.
- Hollister—High School Administration; Heath; \$1.50.
- Holmes—Conservation of Child; Lippincott; \$1.25.
- Horne, C. F.—The Technique of the Novel; Harper; \$1.50.
- Horne—Idealism in Education; Macmillan; \$1.25.
- Horne—Philosophy of Education; Macmillan; \$1.50.
- Howard—Preliminaries of the Revolution; Harper; \$1.50.
- Howe—Privilege and Democracy; Scribner; \$1.50.
- Howe—The City the Hope of Democracy; Scribner; \$1.50.
- Huey—Backward and Feeble Minded Children; Warwick and York; \$1.40.
- Huey—The Psychology and Pedagogy of Reading; Macmillan; \$1.40.
- Hughes—Froebel's Education and Laws; Appleton; \$1.50.
- Hunter—Socialists at Work; Macmillan; \$1.50.
- Hughes—Froebel's Educational Laws for All Teachers; Appleton; \$1.50.
- Hutchinson—We and Our Children; Doubleday; \$1.20.
- Hutchinson—Prehistoric Man and Beast; Appleton; \$3.00.
- Hyde—The Teacher's Philosophy; Houghton; \$.35.
- Illinois State Course of Study—C. M. Parker, Taylorville, Ill.
- Irving—The Sketch Book; any school edition.

- Jackson, Frank G.—Lessons in Decorative Design; Lippincott; \$2.00.
- James—Pragmatism; Longmans; \$1.25.
- Johnson—Education by Play and Games; Ginn; \$.90.
- Johnson, Emory R.—Elements of Transportation; Appleton; \$1.50.
- Jones, C. L.—Readings on Parties and Elections in the United States; Macmillan; \$1.60.
- Jordan & Kellogg—Evolution and Animal Life; Appleton; \$2.50.
- Jordan—Footnotes to Evolution; Appleton; \$1.75.
- Keatinge—Studies in the Teaching of History; Macmillan; \$1.60.
- Kemp—History of Education; Lippincott; \$1.25.
- Kerschensteiner—Education for Citizenship; Rand; \$.75.
- Key—The Century of the Child; Putnam; \$1.50.
- King, H. C.—Moral and Religious Challenge of Our Times; Macmillan; \$1.50.
- Kraus-Boelte—The Kindergarten Guide; Steiger; \$2.00.
- Kropotkin—Mutual Aid a Factor in Evolution; McClure; \$2.00.
- Lacroix—Manners, Customs and Dress; out of print; published in 1876.
- Lapage—Feeble-mindedness; Longmans; \$1.60.
- Lang—Comparative Anatomy; Macmillan; \$8.00.
- Lankester—Treatise on Zoölogy; Macmillan; \$5.25.
- Laing—Reading, a Manual for Teachers; Heath; \$1.00.
- Leavitt—Examples of Industrial Education; Ginn; \$1.25.
- Le Bon—Modern France; Putnam; \$1.50.
- Lessing—Minna von Barnhelm; A. B. Co.; \$.50.
- Lessing—Emilia Gallotti; Henry Holt & Co.; \$.30.
- Le Rossignol—Orthodox Socialism; Crowell; \$1.00.
- Longman—Frederick the Great; Scribner; \$1.00.
- Lundgren—Marching Calisthenics and Fancy Steps; Bassette; \$.50.
- Lundgren—Successful Drills and Marches; Bassette; \$.50.
- Lyman, Ella—Ethics for Children.
- McConnell—Criminal Responsibility and Social Restraint; Scribner; \$1.75.
- McDonald—Jacksonian Democracy; Harper; \$2.00.
- McKeever—Farm Boys and Girls; Macmillan; \$1.50.
- McKenny—Personality of the Teacher; Row; \$1.00.

- McMurry—How to Study and Teaching Children How to Study; Houghton; \$1.25.
- McVey—Modern Industrialism; Appleton; \$1.50.
- Mace—Methods in History; Ginn; \$1.00.
- Maennel—Auxiliary Education; Doubleday; \$1.50.
- Macy—Party Organization and Machinery; Century; \$1.25.
- Mangold—Child Problems; Macmillan; \$1.25.
- Marquand, Allen—History of Sculpture; Longmans; \$1.50.
- Mason—Woman's Share in Primitive Culture; Appleton; \$1.75.
- Mero—American Playgrounds; Baker; \$2.00.
- Merinee—Colomba; Holt; \$.50.
- Miller—Psychology of Thinking; Macmillan; \$1.25.
- Misawa—Modern Educators and Their Ideals; Appleton; \$1.25.
- Moll—The Sexual Life of the Child; Macmillan; \$1.75.
- Montessori—The Montessori Method; Stokes; \$1.75 .
- Monroe—Brief Course in the History of Education; Macmillan; \$1.25.
- Morris, Wm.—The Lesser Arts; This is a chapter in a small book called "Architecture, Industry and Wealth."
- Morris—The French Revolution; Scribner; \$1.00.
- Mumford—The Dawn of Character; Longmans; \$1.20.
- Munroe—Educational Ideal; Heath; \$1.00.
- Nadaillac—Manners and Movements of Prehistoric People; Putnam; \$3.00.
- National Society for Study of Education, Year Book; University of Chicago Press; \$.75.
- Nearing—Child Labor Problem; Moffat; \$1.00.
- Oliphant—Makers of Florence; Macmillan; \$2.50.
- Osborn, H. F.—The Age of Mammals; Macmillan; \$4.50.
- Osgood—Differential and Integral Calculus; Macmillan; \$1.25.
- O'Shea—Linguistic Development and Education; Macmillan; \$1.25.
- O'Shea—Education as Adjustment; Longman; \$1.25.
- Paine, John—The History of Music to the Death of Schubert; Ginn; \$1.00.
- Parker—History of Modern Elementary Education; Gain & Co.; \$1.50.
- Parker & Haswell—Text-Book of Zoölogy; Macmillan; \$9.00.
- Parry & Hurbert—Evolution of the Art of Music; D. Appleton Co.; \$1.00.

- Partridge—Genetic Philosophy of Education; Sturgis and Walton; \$1.50.
- Palmer—Ethical and Moral Instruction in the Schools; Houghton; \$.35.
- Patten—Social Basis of Religion; Macmillan; \$1.25.
- Patten—The New Basis of Civilization; Macmillan; \$1.00.
- Perry, A. C.—Outlines of School Administration; Macmillan; \$1.40.
- Perry, Clarence A.—Wider Use of the School Plant; Charities Pub. Co.; \$1.25.
- Perry, Arthur C.—Status of the Teacher; Houghton; \$.35.
- Plehn—Introduction of Public Finance; Macmillan; \$1.75.
- Poe—Prose Tales; various editions.
- Pope—German Composition; Holt; \$.90.
- Posse—Special Kinesiology of Educational Gymnastics; Bassette; \$3.00.
- Poulsson—Love and Law in Child Training; Bradley; \$1.00.
- Puffer—The Boy and His Gang; Houghton; \$1.00.
- Quick—Educational Reformers; Appleton; \$1.50.
- Rauschenbusch—Christianity and the Social Crisis; Macmillan; \$1.50.
- Rauschenbusch—Christianizing the Social Order; Macmillan; \$1.50.
- Reinsch—American Legislatures and Legislative Methods; Century; \$1.25.
- Ritchie—The Latin Clause Construction; Longmans; \$.50.
- Richardson—Pamela, or Clarissa Harlowe; various editions.
- Riehl—Der Fluch der Schoenheit; Heath; \$.30.
- Robinson & Beard—Development of Western Europe; Ginn; \$1.50.
- Ross—Foundation of Sociology; Macmillan; \$1.25.
- Ross—Social Control; Macmillan; \$1.25.
- Ross, E. A.—Sin and Society; Houghton; \$1.00.
- Ross—Changing America; Century; \$1.20.
- Ruediger—Principles of Education; Houghton; \$1.25.
- Russell & Pearson—Elementary School Curriculum.
- Saeger—Social Insurance.
- Salisbury—Elements of Geography; Holt; \$1.50.
- Seebohm—The Protestant Revolution; Longmans; \$1.00.
- Schiller—Der Neffe als Onkel; D. C. Heath & Co.; \$.60.
- Schiller—Die Jungfrau von Orleans; D. C. Heath & Co.; \$.60.
- Schiller—Humanism; Macmillan; \$2.75.

- Schiller—Wilhelm Tell; D. C. Heath & Co.; \$.70.
Scott—Social Education; Ginn; \$1.50.
Scott—Kenilworth; various editions.
Scripture—Stuttering and Lipping; Macmillan; \$1.50.
Seerley—The Country School; Scribner's; \$1.00.
Sheridan—The Rivals; Houghton; \$.25.
Shinn—The Biography of a Baby; Houghton; \$1.50.
Skarstrom—Gymnastic Kinesiology; Bassette; \$1.25.
Slosson—Great American Universities; Macmillan; \$2.50.
Smith, W. H.—All the Children of All the People; Macmillan;
\$1.50.
Smith, J. A.—The Spirit of the American Government; Macmil-
lan; \$1.25.
Snedden—The Problem of Vocational Education; Houghton; \$.35.
Sparks—National Development; Harper; \$2.00.
Spargo—Socialism; Macmillan; \$1.50.
Steiner—The Trail of the Immigrant; Revell; \$1.50.
Swift—Youth and the Race; Scribner; \$1.50.
Steiner—The Immigrant Tide; Revell; \$1.50.
Stevenson—Kidnapped; various editions.
Storm—Immensee; A. B. Co.; \$.25.
Strayer—A Brief Course in the Teaching Process; Macmillan;
\$1.25.
Suzzallo—The Teaching of Primary Arithmetic; Houghton; \$.60.
Sullivan, Christine G.—Elements of Perspective; A. B. C.; \$1.00.
Sweet—The Sounds of English; Oxford; \$.60.
Symonds—Short History of the Renaissance; Holt; \$1.75.
Syngé—Short History of Social Life in England; Barnes; \$1.50.
Tanner—The Child; Rand; \$1.25.
Tarr—Physical Geography; Macmillan; \$1.40.
Taylor, H. C.—Agricultural Economics; Macmillan; \$1.25.
Tennyson—Becket; See complete edition of the poems.
Terry, B. S.—A History of England; Scott; \$1.50.
Thackeray—Henry Esmond; various editions.
Thomas—Practical German Grammar; Holt; \$1.25.
Thompson—Psychology and Pedagogy of Writing; Warwick &
York; \$1.25.
Thompson, J. A.—Heredity; Putnam; \$3.50.
Thorndike—Education, Book I; Macmillan; \$1.25.
Thorpe—A Short Constitutional History of the United States;
Little; \$1.75.

- Thwaites—France in America; Harper; \$2.00.
 Tolman—Social Engineering; McGraw; \$2.00.
 Tower—Elements of Geography; Holt; \$1.50.
 Tyler—England in America; Harper; \$2.00.
 Tyler—Growth and Education; Houghton; \$1.50.
 Van Dyke—History of Painting; Longmans; \$1.50.
 Van Denburg—Elimination and Retardation of High School Pupils; Teachers' College; \$1.50.
 Vandewalker—The Kindergarten in American Education; Macmillan; \$1.25.
 Veblen—Theory of the Leisure Class; Macmillan; \$2.00.
 Ward—Outlines of Sociology; Macmillan; \$2.00.
 Ward—Pure Sociology; Macmillan; \$4.00.
 Ward—Applied Sociology; Ginn; \$3.00.
 Ward—Climate; Putnam; \$2.00.
 Warren, E. R.—Mammals of Colorado; Putnam; \$3.50.
 Warner—The Study of Children; Macmillan; \$1.00.
 Watson, K. H.—Textils and Clothing; Amer. School of Home Economics; \$1.25.
 Weismann—Essay on Heredity; Clarendon Press; \$2.00.
 Weeks—The People's School; Houghton; \$.60.
 Weyl—The New Democracy; Macmillan; \$2.00.
 Whitin—Penal Servitude; National Committee on Prison Labor, 27 E. 22nd St., New York City; \$1.50.
 Wiggin and Smith—Kindergarten Principles and Practice, Vol. I.
 Wilson—The State; Heath; \$2.00.
 Willoughby, W. W.—The American Constitutional System; Century; \$1.25.
 Willoughby, W. F.—Working Man's Insurance; Spectator; \$1.75.
 Witt, R. C.—How to Look at Pictures; Allyn & Bacon; \$.80.
 Witmer—Analytic Psychology; Ginn; \$1.50.
 Witmer—The Special Class for Backward Children; Psychol. Clinic; \$1.50.
 Wiggins & Smith—Kindergarten Principles and Practice; The Gifts; Houghton; \$1.00.
 Woodberry—The Appreciation of Literature; Doubleday; \$1.50.
 Woodbridge—The Drama; Its Law and Its Technique; Allyn; \$.80.
 Wooley, E. C.—A Handbook of Composition; Heath; \$.70.
 Year Books National Society for Study of Education; University of Chicago Press; \$.75 each.

CORRESPONDENCE IS INVITED
CONCERNING

Individual Correspondence Study
Group Study in Non-Residence
The Summer Term
Advanced Standing
Requirements for Graduation
Any matter concerning the College

THE STATE TEACHERS COLLEGE
GREELEY, COLORADO