

Bulletin of The State Teachers College of Colorado.

SERIES XII

JANUARY, 1913

NO. 6.

Entered at the Post Office, Greeley, Colorado, as Second Class Matter.

The State Teachers College of Colorado

Second Preliminary Summer School Bulletin for 1913



Greeley, Colorado

THE
Second Preliminary Bulletin
of Information

CONCERNING

The Summer Term

IN THE

State Teachers College
of Colorado,

JUNE 16 TO JULY 25, 1913



Bulletin of The State Teachers College of Colorado.

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JANUARY, 1913

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THE STATE TEACHERS COLLEGE OF COLORADO

PRELIMINARY BULLETIN NO. 2

**Summer Term Opens Monday, June 16, 1913, and
Continues Six Weeks.**

I.

GENERAL DEPARTMENTS.

A. Department of General Lectures:—A course of general lectures at ten o'clock each day, by five of the leading educators of the country. Last summer those who lectured were Dr. Henry Suzzallo, of Teachers College, Columbia University, Dr. Samuel C. Schmucker, of Westchester State Normal School, Westchester, Pennsylvania, Dr. G. Stanley Hall, President Clark University, Dr. Charles H. Keyes, President Skidmore Institute, Saratoga, New York, and President of The National Council of Education.

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

The management has already secured Dr. Henry Suzzallo, and Dr. Samuel C. Schmucker for 1913 Summer Term, and is likely to have David Starr Jordan, G. Stanley Hall, and Dr. Thomas M. Balliett. It is in correspondence with several other leading American educators as well as two foreign educators who may be here.

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

B. Department of Superintendents and Principals:—Director, Superintendent J. F. Keating, Pueblo, Colorado. The management together with Superintendent Keating is in communication with the leading superintendents of this country. The course will be organized so that every recitation and every lecture given in this Department will have its relation to every

other one. In this Department it is the aim to cover all those problems that affect supervision and management as related to superintendents and principals. The curriculum will receive much attention. The modern conception of constructing the curriculum from the standpoint of the lives of the children to be taught is the basis for the construction of a curriculum of work for the public schools. All problems of management and method and the social relations will be taken up and worked out in class work, in conferences, in round tables, and in lectures.

Able assistants will be secured by the Director and management and the work so organized as to make it a unit.

Many superintendents and principals availed themselves of the opportunity last summer of attending and taking the work in this course.

C. Department of High School Principals and Teachers:— Director, Harry M. Barrett, Principal of East Denver High School. Director Barrett is already in correspondence with a number of high school men of this country. An able corps of assistants will be selected.

The work of this Department will embrace all the problems that affect the high school. Recitations, conferences, round tables, and lectures on high school management, on high school curriculum, on history of education, on modern movements in high school work, and classes will be organized in the academic departments of the college whereby work may be made elective in the various subjects taught in high school—such as English, Mathematics, Science, History, Physiography, Manual Training, Domestic Science, Art, Literature, etc.

Last year the Department was strong and well attended by high school principals and teachers from over the state and from other states. Among the very ablest high school men of the country were here to instruct—such as Harry M. Barrett, Denver, Colorado, J. Stanley Brown, of Joliet, Illinois, J. Calvin Hanna, of Oak Park, Illinois, R. W. Bullock, The State Teachers College of Colorado, Charles H. Keyes, New York City, G. R. Miller and E. A. Cross, of The State Teachers College of Colorado.

The Director and management are in correspondence with a number of able and eminent high school men of the country

and will spare no means or effort to make the Department the very strongest that experience and intellect can make.

D. Department of Elementary School Teachers:—Director, D. D. Hugh, Dean of the Training Department of The State Teachers College of Colorado. All the problems confronting the elementary school will be discussed and worked on in this Department through recitations, conferences, round tables, and lectures. The intellectual life of the child as it is stimulated by a proper curriculum will receive emphasis—such a curriculum as grows out of the lives of the children as they participate in the community among themselves and as they will participate in the community later in life. The social life of the elementary schools will be particularly emphasized in its relation to the intellectual life. The aesthetic and ethical training that goes along with the work of the school will be handled by experts. The management and Director Hugh are in communication with the ablest men of this country relative to making this Department a very strong feature of the Summer School.

An opportunity is also given all the teachers of this Department to elect work in the academic departments, receiving instruction in Mathematics, Science, English, History, Art, Industrial Work, etc.

E. Department of Kindergarten Teachers:—Director, Miss E. Maude Cannell, Principal of the Kindergarten Department of The State Teachers College of Colorado. It is expected that she will be assisted by Miss H. Grace Parsons, Director of the Kindergarten Schools of the City of Denver. Other instructors will be secured to assist in this Department.

The Department is a very strong one and has been for several years. The effort will be to make it stronger this summer than ever before. Modern Kindergarten is just coming into its own in this country. The reconstructed Kindergarten under the modern conception of what a little child should do has made the Kindergarten a more living and vital part of the public school system.

Those who take work in the Kindergarten Department have the opportunity of electing in other lines of work that are cognate with the Kindergarten.

F. Department of Domestic Science:—Director, Miss Eleanor Wilkinson, who is at the head of the Department of Domestic Science and Domestic Art in The State Teachers College of Colorado. This is a strong Department. The institution is furnishing teachers for Domestic Science all over the state, as well as for other states. Cooking, Sewing, Dressmaking, Household Art, etc., are given in this Department. Courses of work to suit the grades and different kinds of communities are also worked out in recitations, in conferences, in round tables, and in lectures.

Miss Wilkinson will be assisted by able instructors in this Department. Those who take this course will have an opportunity to elect other lines of work that correlate with Domestic Science and Domestic Art. Household Art in all its forms is taking a very strong hold of the public school work of the country. It is practical, it is cultural, it is important.

G. Department of Industrial Work:—Director, S. M. Hadden, who is Dean of Industrial Arts in The State Teachers College of Colorado. The work of this Department embraces woodwork of all kinds, light metal work, mechanical drawing, printing, bookbinding, and construction work that is correlated with the Department of Art.

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

The scope of the work will also embrace the curriculum to suit the grades, the communities, and the life of the people where the children are situated who want the work. This Department furnishes teachers for the western territory from the Mississippi to the Pacific Coast. It is never able to have enough to supply the demand.

H. Department of Art:—Director, Richard Ernesti, who has charge of the Art Department of The State Teachers College of Colorado. Professor Ernesti is a man trained by schooling and travel and lectures in the best schools of the world. His work in public school art in The State Teachers College is not surpassed anywhere.

The work of this Department embraces drawing, designing,

water color, oil painting, construction work, combined with decoration, pottery, and household fittings, as correlated with Household Art in the Domestic Science Department. The work in pottery is carried on from the clay through the forming, the drying, the glazing, and the burning. The institution is well provided with equipment for carrying on all this work in this Department. The work of the public school curriculum is developed and worked out in this Department to suit all stages of development from the Kindergarten to the High School inclusive.

I. Department of Physical Education:—Director, J. T. Lister, of The State Teachers College of Colorado, assisted by others who are especially fitted to do this very important line of work. This Department embraces playground work, games of all kinds suitable for public schools, physical examinations, physical educational curriculum in its relation to all the other subjects of the public school work.

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

The Physical Education curriculum is worked out in class, in conference, in round table, in the field, in the laboratory, to suit the various stages of development of the children.

The Department furnishes physical education teachers for the schools of Colorado and many other states.

J. Department of Music:—Director, Theophilus E. Fitz, assisted by J. C. Kendel and others. This Department embraces public school music, chorus work, harmony, entertainments, violin, and piano music. It also embraces the working out of a music curriculum to suit the stages of the children. The fundamental idea being the development of a musical taste and love in the children in the public schools.

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

The work in entertainments is very important inasmuch as all school teachers are or should be interested in musical entertainments in the public school with which they are connected. All the other work such as public school music, chorus work and harmony are involved in the development of suitable entertainments for a system of public schools.

K. Department of Rural School Work:—Director, Phillip M. Condit, Superintendent of Schools, Delta, Colorado, assisted by superintendents and experts in rural work from over the country.

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

Superintendent Condit is particularly qualified by training and experience and by interest to assist all those people interested in rural school work. All persons who anticipate teaching in rural schools or in small villages, which are rural in nature, are invited to attend and enroll in this Department.

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

Department of Religious and Moral Education:—Director, This work will be carried on by individuals who have made a speciality of religious and moral education in the school. There is an abiding feeling that the child's religious or spiritual nature should be and must be touched during his school life. Something should touch him that will develop reverence, obedience, and a refinement of his spiritual nature—something that will lead him to feel the power and force of an inherent and of an overruling Providence. The Department was organized last summer and was a success. It

is the intention of the management to make it stronger than ever. Able individuals will be connected with it.

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

M. Department of Social Settlement Work:—Director, The individual that will be selected for this work will be one that is familiar with all forms of it. Attention will be given to both urban and rural social settlement work. It will be worked out to suit the community whether it be rural or city life. All teachers should be interested in this Department and if they can, arrange or adjust their program to take a course in it. Some, however, are interested in it very much more than others; this will give them an opportunity to take it.

N. Department for Mothers in Home Training:—Director, This is a line of work that is becoming very prominent in its interrelation with the home, the school, the church, and the community. A very strong course will be organized along this line for those who desire to elect. Such organizations as the Mothers' Congress will be interested in it. The individual who will have charge of it will be one that has made a special study of it and who will know how and what to suggest to school teachers in their relation to mothers and home training, and also what to suggest to mothers in home training in its relation to the school and the community.

O. Department of Defective, Dependent and Delinquent Children:—Director, Doctor J. D. Heilman, Professor of Psychology in The State Teachers College of Colorado. Doctor Heilman is particularly well qualified for this work inasmuch as he put several years in in the Clinic under Doctor Witmer, University of Pennsylvania. He is familiar with all the methods and devices in handling this class of people. A strong course will be developed and carried out along this line.

The proper treatment and training of the retarded and de-

linquent children are among the school's most difficult problems. For their solution the very best teachers have been elected. Despite this fact there are almost no educational institutions that have seriously undertaken the task of training teachers of defective children. Such inactivity is all the more deplorable on account of the help which the teachers of normal children may derive from a better understanding of defectives. A recognition of these facts has led us to plan a course in the care and training of exceptional children, for which some of the world's best experts in this field will be employed.

P. Department of Women's Clubs and Our Institutional Life:—Director, Honorable Mary C. C. Bradford, State Superintendent of Public Instruction, assisted by able teachers and lecturers. This work will embrace a close study of the relation of Women's Clubs to our institutional life, such as the home, public school, church, state, societies. It is particularly closely connected with the home and the public schools and the state. Teachers should make use of these powerful organizations, the Women's Clubs, for the development of strength and power and efficiency in their schools. Credit will be given for full courses that are taken and legitimately worked out.

Q. Department of Moral and Humane Education:—Director, William R. Callicott, of the Bureau of Child and Animal Protection of the State of Colorado. This is a very important line of work for public school teachers. Nothing is needed so much as attention to the humane side of a child's life. In certain stages of its development it is very important that the humane sentiment should be encouraged and appealed to in order that it may move in such lines as will stimulate and lead it to better thoughts, sentiments, aspirations, and activities. The humane sentiment is tied up with the moral sentiment; indeed, they often are—perhaps always. It is religious for a person to be humane; it is moral for one to be humane; it is decent for one to be humane. Courses are being organized in the public schools in this line of work. Doctor Callicott is an expert along this line; he has devoted a lifetime to it; his whole thought and feeling and sentiment and activity is for the development of this hu-

mane and moral sentiment and life in the children of our commonwealth.

R. Department of Hygiene and Sanitation:—Director, S. Poulterer Morris, Head of the Public Health Department of the State of Colorado. He will be assisted by eminent specialists along this line. Public Health, sanitation, hygiene for the sake of the public health, for the sake of the race, for the sake of civilization, is attracting very much attention now all over the world. How to prevent disease in the midst of danger is fundamental in the work of this Department. Dr. R. W. Corwin, of Pueblo, Colorado, will assist in this work. Others have promised their assistance. By the time the regular bulletin of the Summer School comes out the list of assistants will be complete.

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

II

SPECIAL DEPARTMENTS—SUBJECTS.

Beside all this work under "General Departments," growing out of it, and growing into it, and independent of it, are special departments of academic and professional work.

1. **Mathematics:**—Courses in mathematics are based upon

the modern conception of what should be taught at a particular stage of development and how it should be taught so as to put the individual in possession of mathematical thought and knowledge that will enable him to interpret his environment—his life and his life in relation to others. The study of mathematics in relation to the curriculum of the entire public school system is an important feature of the work of this institution. It simply means the using of Arithmetic, Algebra, Geometry, Trigonometry, and other subjects to solve the problems of life. Courses will be given in the following mathematical subjects:

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

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

(c) Analytical Geometry: This powerful mathematical analysis will be presented by the very best modern methods as to study and as to teaching.

(d) Differential and Integral Calculus: The theory and application of calculus to the life activities such as economics, physics, chemistry, engineering, biology, teaching etc.

(e) Arithmetic: Classes will be organized in arithmetic from the standpoint of the teacher.

(f) Methods of teaching arithmetic, algebra, geometry, and trigonometry.

Note: The laboratory method will be developed and used in the teaching of these subjects.

2. Science:—(a) Physics: The work in physics treats of its general principals and laws with much stress on the application of these principles as found in machinery and the many other appliances that are found in every day life of the individual. The recitation work is illustrated by experiments. A course will be given in general physics, one in historical physics, and one in the methods in teaching physics.

(b) Chemistry: Courses in elementary and advanced chemistry will be given. The material out of which these courses

are constructed will practically grow out of the lives of the individuals taking them.

- (c) Physiography
- (d) Zoology
- (e) Botany
- (f) General Biology
- (g) Biology of the Seasons

(h) Methods of teaching the Sciences in high school. For this work libraries, museums, laboratories, and the field are all used to illustrate, to demonstrate, to enlarge and enrich.

3. English and Literature:—(a) The Drama

- (b) The Epic
- (c) The Novel
- (d) Poetry
- (e) History of Literature
- (f) English and Literature in the grades and high school, and how to teach them.

4. Modern Languages:—(a) German

- (b) French
- (c) Spanish

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

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

6. Reading and Interpretation:—Covering all phases and stages of reading from the primary grades to the high school inclusive. In this Department such subject matter and such method will be used as will put the individual in touch with the best that has been thought and said. The work will be illustrated and enlarged by the use of the library, by the use of the drama, and by the use of the museum.

7. History:—The work in history will be enriched and illustrated by a wide use of the library, pictures, kinoscope, museum, etc. Courses in American, European, General, Indus-

trial, and Commercial History, and Civil Government, will be given.

8. **Sociology, Anthropology, Economics, and Educational Sociology:**—Courses will be organized in these subjects so as to enlarge the vision of the teacher as to subject matter, as to fitness of subject matter, as to teaching, and as to life in general.

9. **Psychology, Elementary and Advanced:**—This Department will be very rich as it is organized this year. Courses in normal and abnormal psychology will be organized. A course in Delinquent, Dependent, and Defective Children will be given.

10. **Science and Art of Education:**—(a) Science of Education.

- (b) The Art of Education
- (c) The History of Education.

These will all be enlarged, enriched, and delineated by the use of the library, museum, etc.

11. **Geography:**—(a) Physiography

- (b) Commercial Geography
- (c) Industrial Geography
- (d) Political Geography.

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

12. **Biotics—Embracing Genetics, Heredity, Evolution, Pragmatism, and the Theory of Recapitulation:**—All subjects will be taught from the standpoint of the laboratory, from the standpoint of theoretical application to life, and to the particular profession of teaching. The library, the museum, the laboratory, will be used in illustration and in demonstration.

13. **Stenography and Typewriting.**

III.

MISCELLANEOUS.

1. Credit toward graduation is given for work done.
2. The best talent in the country is selected to work in the institution.
3. This is a school where bona fide work is done, yet this

Summer School Term gives an opportunity for individuals to come to a climate that is invigorating, restful, and enjoyable while they are doing work to enlarge their professional vision.

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

5. You have an opportunity to attend this great Teachers College of the Rocky Mountain Region that is equipped and manned by the best facilities and talent in this country.

6. This institution gives the teacher who is at work through the year earning his living an opportunity to do credit work through the summer and non-residence or correspondence work during his winter months whereby he can earn graduation and a diploma from the institution.

7. Last year there were 825 students enrolled in The Summer Term. It looks this year as if there would be 1200.

8. The institution is well prepared in buildings, laboratories, equipment, teachers, etc., for the accommodation of any number.

9. About one hundred teachers connected with the institution and with education over this country will participate as teachers and instructors in the Summer Term.

10. At the close of the last Summer Term there were graduated from the institution 125. These people worked out and earned this graduation by attending summer terms and by doing non-residence work.

11. The Alumni of the institution now numbers 2699. It is an army of trained people in a great profession.

12. Modern rooms furnished, lighted, etc., are to be had at \$8.00 to \$10.00 per month either one or two in a room; if two in a room it means \$5.00 a month for each.

13. Table board may be had at from \$3.50 to \$4.50 per week; there is an opportunity also to do light housekeeping whereby expenses may be reduced; also an opportunity for a limited number to do work whereby they may be able to earn their way.

14. Fees are charged each individual as per the number of courses taken. A schedule will be given in the regular Summer School Bulletin, which will be ready for distribution in March. There is no tuition charged for citizens of Colorado who are teachers or who are preparing to teach.

15. All students whether they are citizens of Colorado or of other states pay the incidental fees as per the number of courses taken.

16. Students not citizens of Colorado in addition to the incidental fees pay a tuition fee of \$10.00 for the Summer Term.

17. Total expenses: The entire expense for a citizen of Colorado for the school may not exceed \$56.50 for the entire term as follows:

Room rent	\$ 7.50
Board	24.00
Average total fees	25.00
Total	\$56.50

Some can lower this by cheaper boarding, cheaper room, or by light housekeeping.

18. A Teachers' Bureau is organized and conducted within the institution to help secure positions for teachers who attend. This is all done free of charge.

19. The use of all books is furnished by the institution; there is a library of 40,000 volumes; all laboratory supplies are furnished—apparatus, chemicals, material for Domestic Science, etc.

20. The school will open June 16, 1913, and continue six weeks. For any further information at any time that you desire, please write to,

THE STATE TEACHERS COLLEGE
Greeley, Colorado.

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COLLEGE OF COLORADO
Greeley, Colo.

The State Teachers College of Colorado
The Summer Term, 1913
Six Weeks, June 16 to July 25

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