

The State Teachers College of Colorado

SUMMER TERM

1914



SUMMER TERM OPENS JUNE 15
CLOSES JULY 24

GREELEY, COLORADO



Administration Bilding.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

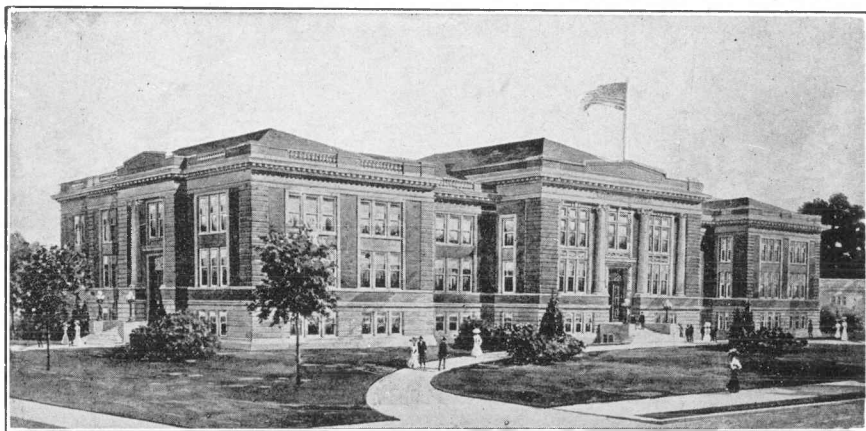
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The Library and Fountain.



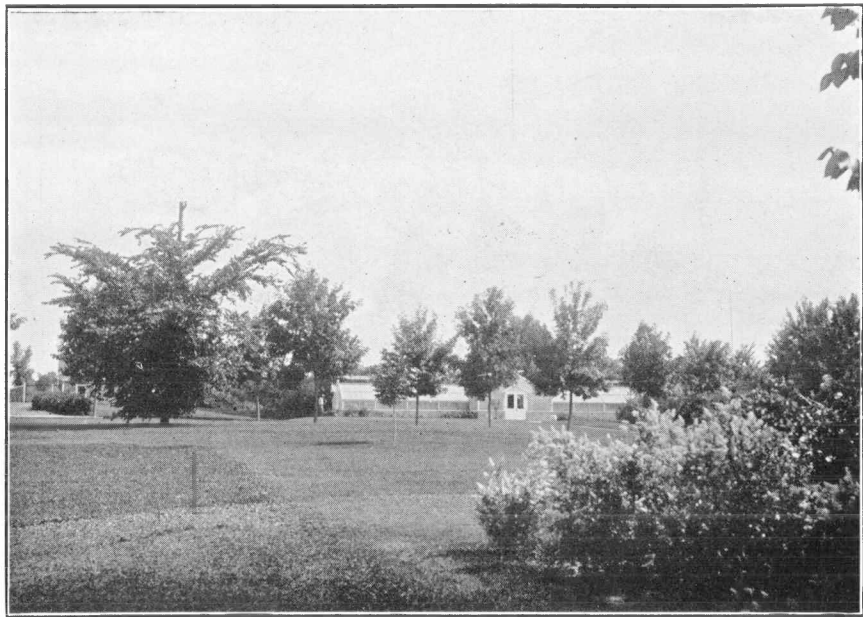
Guggenheim Hall of Industrial Arts.



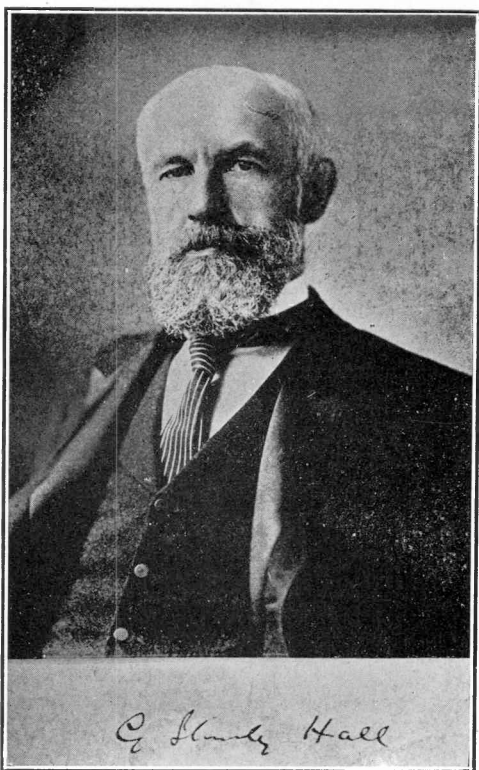
The Training School.



The President's Residence.



The Green House.



**Dr. G. Stanley Hall,
President Clark University.**

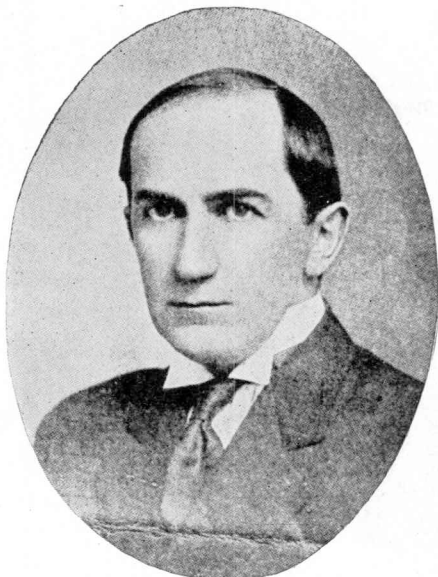


**Dr. Edward A. Steiner,
Grinnell College.**



**Dr. Henry Suzzallo,
Teachers College,
Columbia University.**





**Dr. Richard T. Wyche,
Pres. Story Tellers' League.**



**Mr. Hamlin Garland,
Novelist.**



**Dr. Samuel C. Schmucker,
Normal School,
Westchester, Pa.**



**Dr. Meyer Bloomfield,
Vocational Bureau,
Boston, Mass.**

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

Series XIII

April, 1914

No. 4

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Thirteenth Annual Bulletin

OF THE

SUMMER TERM

OF THE

State Teachers College of Colorado

GREELEY, COLORADO

1914

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

THE SUMMER TERM, 1914.

The Calendar.

June 15, 8 a. m., Monday, Registration Day for the Summer Term.

June 16, Tuesday, Recitations Begin.

July 23, Summer Term Commencement Exercises.

July 24, Friday, The Summer Term Closes.

Sept. 9, Tuesday, The Fall Term Begins.

Railroad Rates for Summer Students.

All Colorado roads, with the exception of Burlington and Rock Island railways, will sell round trip tickets to Greeley from state points, at a fare and one-third, sale dates June 13, 14, and 15th; final return limit July 27. No certificates are required.

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**REGULAR FACULTY OF THE STATE TEACHERS
COLLEGE OF COLORADO.**

- ZACHARIAH XENOPHON SNYDER, PH.D., President and Professor of Education.
- JAMES HARVEY HAYS, A.M., Vice President, Dean of the College, Professor of Latin and Mythology, and Dean of Non-resident and Summer Term work.
- ARTHUR EUGENE BEARDSLEY, M.S., Professor of Biology and Economic Biology.
- ELIZABETH HAYS KENDEL, PD.M., Training Teacher, Professor of Intermediate Education.
- SAMUEL MILO HADDEN, PD.B., A.B., A.M., Dean of Industrial Arts and Professor of Manual Training.
- DAVID DOUGLAS HUGH, A.B., A.M., Dean of the Training School and Professor of Education.
- FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science and Physiography.
- ROYAL WESLEY BULLOCK, PH.B., Professor of History.
- BELLA BRUCE SIBLEY, A.B., Training Teacher and Professor of Primary Education.
- ELIZABETH MAUD CANNELL, Principal 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 Science.
- GURDON RANSOM MILLER, PH.B., A.M., Dean of the Senior College and Professor of Sociology and Economics.
- FRANCES TOBEY, B.S., Dean of Women, and Professor of Reading and Interpretation.
- ETHAN ALLEN CROSS, A.B., PH.M., Professor of English and Literature.
- ALICE M. KRACKOWIZER, B.S., B.ED., Training Teacher, Professor of Primary Education, and Assistant Supervisor of Geography and Nature Study.
- ALBERT FRANK CARTER, A.B., M.S., Librarian, and Professor of Bibliography.
- JOHN THOMAS LISTER, A.B., PH.B., Director, and Professor of Physical Education and Professor of Modern Foreign Languages.

WILLIAM BARNARD MOONEY, A.B., Principal of the Elementary School and School Visitor.

THEOPHILUS EMORY FITZ, Director, and Professor of Vocal Music.

JACOB DANIEL HEILMAN, PH.D., Professor of Sycology and Child Study.

IRVING ELGAR MILLER, PH.D., Professor of the Sience of Education, and Dean of Reserch and Education.

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

ALICE E. YARDLEY, Pd.B., Assistant Librarian.

MRS. GRACE CUSHMAN, Pd.B., Assistant Librarian.

LULU HEILMAN, Pd.B., A.B., Teacher of Commercial Work in High School and College.

FRANK W. SHULTIS, A.B., Training Teacher—Sixth Grade.

AGNES SAUNDERS, A.B., Assistant in Domestic Sience.

KATHRYN M. LONG, B.S., A.B, Training Teacher—Primary

JOHN McCUNIFF, Pd.M., Assistant in Industrial Arts—Printing.

MAX SHENCK, Assistant in Industrial Arts—Bookbinding.

CHARLES H. BRADY, A.M., Princapal of the High School, and Professor of Secondary Education.

G. W. FINLEY, B.S., Professor of Mathematics.

MARGARET STAITLER, Pd.B., A.B., Training Teacher, Third Grade.

MARY SCHENCK, A.B., Fysical Director of Women and Preceptres of the High School.

EMMA C. DUMKE, Pd.M., High School.

A. J. PARK, Registrar, and Secretary of the Board of Trustees.

VERNON MCKELVEY, Secretary to the President.

RAY D. HERRING, Stenographer.

CLARA FANKHAUSER, Stenographer.

NON-RESIDENT MEMBERS OF THE FACULTY, SUMMER TERM, 1914.

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

EDWARD A. STEINER, PH.D., Grinnell College, Iowa.

RICHARD T. WYCHE, President National Story Tellers' League.

HAMLIN GARLAND, Novelist, Chicago.

HENRY SUZZALLO, PH.D., Columbia University.

- SAMUEL C. SCHMUCKER, PH.D., Westchester, Pa., Normal School.
A. C. MONAHAN, PH.D., Rural School Director, Bureau of Education, Washington, D. C.
MEYER BLOOMFIELD, PH.D., Director of Vocational Bureau, Boston, Mass.
HON. MARY C. C. BRADFORD, State Superintendent of Public Instruction, Denver, Colo.
WILLIAM R. CALLICOTT, M. D., Bureau of Child and Animal Protection of the State of Colorado, Denver.
J. F. KEATING, A.M., Superintendent of City Schools, Pueblo, Colo.
HARRY M. BARRETT, A.M., Principal of East Side High School, Denver, Colo.
ROSCOE C. HILL, A.B., Principal of the High School, Colorado Springs, Colorado.
D. R. HATCH, Principal of the Whittier School, Denver, Colo.
J. R. MORGAN, A.B., Superintendent of City Schools, Trinidad, Colorado.
GEORGE A. BARKER, A.M., Colorado Springs, Colo.
J. H. SHRIBER, County Superintendent of Schools, Boulder County, Boulder, Colorado.
RALPH S. PITTS, A.B., East Denver High School
D. E. WIEDMANN, Montrose, Colo.
E. C. CASH, A.B., Pinon, Colo.

A. DEPARTMENT OF GENERAL LECTURES.

President Z. X. Snyder, Ph.D., Director.

The custom of the past four years, of having six lecturers of national fame, one for each week of the term, will be continued this year. The lecturers for the summer of 1914 are as follows: President, G. Stanley Hall, Clark University; Dr. Henry Suzzallo, Teachers College, Columbia University; Dr. Edward A. Steiner, Grinnell College, Iowa; Dr. Samuel C. Schmucker, The Normal School, Westchester, Penn.; Dr. Richard Thomas Wyche, President of the National Story Tellers League of America; and Mr. Hamlin Garland, Novelist, Poet and Critic.

The Subjects of the General Lectures.

DR. EDWARD A. STEINER. American Civilization.

June 15-19.

1. **The American Spirit and Education.**
2. **The Source of the American Spirit.**
3. **Americanism as related to Other Civilizations.**
4. **America and the Public Schools.**
5. **The Future of America.**

DR. S. C. SCHMUCKER. Evolution.

June 22 to 26.

1. **The Meaning of Evolution.**

An account of the underlying idea as Darwin saw it, with some of the additions and modifications by later thinkers.

2. **Evolution as an Economic Factor.**

Man has long modified his domestic animals and his cultivated plants. He is now working with more definite knowledge as to the possibilities of outcome.

3. **Evolution and the Field of Thought.**

The principle of Evolution proved so fruitful in Biology that it has come to be applied to History, Biography, Anthropology, and even to Astronomy and to Chemistry.

4. **Evolution as Applied to Human Life.**

We are beginning to question how far man's present life may be affected by conscious work along evolu-

tionary lines. This gives us the science of Eugenics.

5. **The Religious Import of Evolution.**

We are slowly coming to realize that instead of undermining religion, evolution gives a new dignity to our old religious ideas, and adds significance to many hitherto unexplained religious facts.

DR. HENRY SUZZALLO. Tradition and Reform in Public Education. June 29-July 3.

The Six-Year Primary School (Monday, June 29th).

A discussion of the reform tendencies in education, covering: waste in educational practice; the attempted elimination of less useful subject-matter; and the shortening of the elementary school course. The influence of experimental pedagogy will be indicated, along with the changed point of view with reference to the adjustment of the curriculum and the child.

The New Intermediate School (Tuesday, June 30th).

A presentation of a new type of school as determined by contemporaneous experimentation; the pre-vocational school and the junior high school; the function and method of academic and pre-vocational subjects in the 7th, 8th, and 9th grades; the spirit and organization of the intermediate school as compared with high and primary schools.

The Modernized High School (Wednesday, July 1st).

A lecture covering the new functions of secondary education; the upward expansion into the junior college; the downward expansion into the junior high school; three types of modern work; liberal education; vocational education, and school supervised apprenticeship.

The Vocational School of the Future (Thursday, July 2d).

The case for specialized training through school education; types of practical training offered; skill, adaptability and citizenship in the vocation at school; the nature of parallel courses in liberal education in the vocational school curriculum; part time schools.

Education and Apprenticeship (Friday, July 3d).

A review of the historical relations of the school and apprenticeship, with a sketch of the contemporaneous functions of

each; the two institutions as complementary; school education for underlying science and undifferentiated skills; training through apprenticeship for a highly specialized, marketable skill and concrete adjustment to working conditions; the problems of vocational guidance and placement as related to school and work.

MR. RICHARD THOMAS WYCHE. Story-Telling. July 6-10.

1. **Meaning and Value of Story-Telling** (its place in School, Home, Playground, Library and Sunday School).
2. **Story of Ulysses.**
3. **Uncle Remus Stories,** (Personal Reminiscences of Joel Chandler Harris).
4. **Story of King Arthur.**
5. **How to Tell a Story.** (Fundamental Principles, Imagination, Feeling).

MR. HAMLIN GARLAND. General Literature. July 13-17.

1. **Poets of the New Eldorado.**
A study of Bret Harte, Joaquin Miller, and other Poets and Novelists of the border. Illustrated by readings from Joaquin Miller's verse.
2. **Local Color in Fiction.**
This lecture is illustrated by references to Mary E. Wilkins-Freeman, George W. Cable, Frank Norris, Joel Chandler Harris, and other local colorists.
3. **The Drama Since Ibsen.**
A study of the tendencies in dramatic art since the time of Henrik Ibsen.
4. **Edwin Booth.**
Mr. Garland's analysis of the art of Edwin Booth from recollections of Booth in some of his great roles.
5. **Vanishing Trails.**
The West in Literature, Art and Life. The changing ideals of a new country.

DR. G. STANLEY HALL July 20-24.

1. **Pleasure and Pain as Nature's Educators.**
2. **Love or Affection—the New Conceptions of it and their Bearings upon Life and Health.**

3. The Kindergarten and the Montessori System.
4. Motor Control in Education and in Life.
5. The Unique Age from Eight to Twelv.

B. DEPARTMENT OF SUPERINTENDENTS AND PRINCIPALS, AND HIGH SCHOOL TEACHERS.

J. F. Keating, A.M., and Harry M. Barrett, A.M.,
Directors, 1914.

Teachers Doing Work in This Department.

J. F. Keating, A.M., Superintendent of Schools, Pueblo, Colo.

Harry M. Barrett, A.M., Principal of East Denver High School.

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

Roscoe C. Hill, A.B., Principal of the High School, Colorado Springs, Colorado.

For the Summer Term of 1914 the two sections, Superintendents and Principals, and High School Teachers and Principals have combined their courses and are consolidated in a single department. The following courses are offered in this department and are described in detail in the section devoted to Department U Professional Work:

Ed. 9. Theory and Practice of Teaching.	Mr. Shriber.
Ed. 16. Principles of High School Teaching.	Mr. Barrett.
Ed. 19. Principles of High School Education	Mr. Hill.
Ed. 20g. High School Administration.	Mr. Barrett.
Ed. 24. School Administration.	Mr. Keating.
Ed. 24g. Administrative and Social Aspects of Education.	Mr. Keating.

C. DEPARTMENT OF ELEMENTARY SCHOOL TEACHERS.

David Douglas Hugh, A.M., Director.

The Elementary School Section of the Training School.

The training school of the State Teachers College includes

the complete public school unit from the kindergarten to the high school, inclusive. During the summer school, for convenience of arrangement, the training school is divided among the kindergarten, the elementary school, and the high school sections. The elementary section, therefore, represents one subdivision of the training school.

This department deals with the curriculum and the methodology of the elementary school. Its work naturally stands in close relations to other departments of the institution that offer courses looking towards the preparation of teachers and supervisors of the elementary school. It deals more specifically, however, with the organization of the various elementary school subjects into a course of study and with the principles and methods of public school instruction.

In connection with this department there is a well organized elementary school. It is expected that a sufficient number of the children will be in attendance during the summer to form classes that will illustrate the work of the different grades. In this event the studies of the regular school year will be represented, as well as forms of activity especially suitable for summer school work with children.

COURSES.

5. Primary Methods.* Junior College. Elective. This course is considered under two main headings. 1. The study of the pre-school period together with the principles underlying the development of the child and the transition from the life of the home or kindergarten to grade work. 2. The stimuli by which the child is led to use the tools of wider social intercourse. This latter study includes (1) a comparison of typical courses of study with our own; (2) discussion of the basis of selection of subject-matter; and (3) reorganization of this material by the student into a tentative course of study; (4) relation of subject-matter and method; and (5) practical problems in methodology illustrated by classes of first and second grade children in regular training school work.

Miss Long.

7. Third and Fourth Grade Methods.* Junior College. Elective. This course will consist of (1) a brief review of the develop-

ment and needs of the child between the ages of seven and ten; (2) discussions of the courses of study found in the training school and in some of the best city schools; (3) a study of the manner of organizing and presenting the material of the curriculum of the third and fourth grades; (4) practical illustrative lessons will be given to groups of children, followed by discussion of the material, method, appreciation of work by the children, and the response gained from the group.

Miss Statler.

8. Fifth and Sixth Grade Methods.* Junior College. Elective. This course will consist of a brief survey of the needs and interests characteristic of children in the pre-adolescent period—with the purpose of applying the conclusions of such psychological studies to methods of teaching—and a brief study of the subjects in the curriculum of the elementary grades. Chief emphasis will be placed upon the practical side of the work, including a consideration of the subject-matter to be taught; influences governing its selection, arrangement, and distribution; methods of presentation; devices, games, and drills for securing accuracy, skill, and retention; and observation of classes illustrating certain phases of the work.

Mr. Mooney.

9. Grammar Grade Methods.* Junior College. Elective.

This course deals first with the physical and mental status of the grammar grade pupil—with the instinctive tendencies and dominant interests of this period. Upon this as a basis, the materials and methods suitable for these grades will be considered. Demonstration work will be given with classes of children.

Mr. Mooney.

*Note—Accepted for Education 1. (Tr. Sch. 1), Summer, 1914.

10. The Curriculum of the Elementary School. Junior College and Senior College. Elective.

This course will consist of a series of lectures on topics relevant to the elementary school curriculum by prominent men who are invited to speak before the students of the summer session. It is not the intention of this course to work

out in detail a curriculum for the public schools, but to suggest a point of view, to discuss recent developments, and to estimate the value of current tendencies. This course will afford a special opportunity for those interested in the elementary school to get in touch with the views of prominent educators in regard to many questions of vital interest. Drs. Hall, Suzalo, Schmucker, and other leading speakers will present different aspects of the course.

Mr. Mooney.

STORY-TELLING.

Margaret Statler, A.B.

1a. Story-telling is not a new art, but rather a revival of an old one, for, ever since time was, mothers have crooned lullabies to their babies, and man has accounted for natural phenomena by means of stories in which the elements have been personified. Every country has had its professional story-tellers, who went from village to village, singing and telling their wonderful tales. With the advent of printing and books, the verbal stories were pushed to the background, and only within comparatively recent years has the story been given a place in the educational world. In this course in story-telling we shall take up the following points:

I. Brief History of Story-Telling.

We shall take up the great story-tellers of the world, such as Homer, Plutarch, Froebel, the Christ, Shakespeare, Dickens and others.

II. Fairy Tales and Folklore.

These tales are the heritage of every child.

III. Nature Stories.

1. Idealistic.

The stories of the ancients (attempts to explain phenomena) will be taken up here.

2. Realistic.

Under this head we shall take up the child's relation to the plant and animal world—stories of scientific truth, also true stories of pets.

IV. The child in relation to other children.

1. Children of our own cuntry.
2. Children of different cuntries, including stories of their life, customs, folklore and legends.
 - a. Indian.
 - b. Japanese.
 - c. Chinese.
 - d. Hindu.
 - e. German
 - f. English.
 - g. Russian.

V. Legendary Heroes.—Stories taken from the great National Epics, such as Robin Hood, The Iliad, The Odyssey, King Arthur, Beowulf, and Sigurd, will be considerd.

VI. Historical Stories. (Those particularly adapted to older children.) Under this hed we shal consider the stories with local color. These stories giv an excellent foundation for patriotism.

VII. Ethical and Biblical Stories.

Under the hed of ethical stories we shal consider a number of the modern fairy tales and allegories which so beautifully portray an ethical truth. We shal also take up what might be termd Mother Stories, which shal include the mother-love found in plant and animal life, and stories of our own mothers. Madonna stories will come under this hed also. We shal consider the best versions of the Old and New Testament stories.

VIII. Educational Value of the Story. Relation of the story to the scool curriculum story used in teaching.

1. English.
2. History.
3. Geography.
4. Nature Study.
5. Story for ethical use.

Stories will be told from time to time to groups of children to illustrate these varius points.

There will be a chance for those particularly interested in this line to do some practical work.

During one week we shall have with us Dr. R. T. Wyche, President of the National Story-Tellers' League, who will assist us with this work. It is probable that Dr. Samuel C. Schmucker may also enrich this course with some of his nature stories.

KINDERGARTEN.

Elizabeth Maud Cannell.

The school law makes the kindergarten a part of the educational system of Colorado; hence, there is a demand throughout the State for well equipped kindergartners. To meet this demand, the Kindergarten Department offers a thorough training, both theoretical and practical, for teachers of kindergarten.

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

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

Entrance Requirements.

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

As character, culture and a certain aptitude are peculiarly

necessary for kindergarten work, the Department reserves the right of selection and decision in each case; and as soon as it is determined that the individual has no aptitude for the work, she is requested to withdraw from the course.

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

For the summer of 1914 the following courses are offered:

3. Kindergarten Theory. Junior College. The course includes: Mother Play—continued.

Gifts.—Theory and practice with the fifth and sixth.

Occupations.—Practical work in cutting and folding.

Games.—Sensory games and finger plays, nature dramatizations, folk dances.

Book reviews as assigned for individual reading. Five hours. For those majoring in the department.

This course will be illustrated by work with kindergarten children.

4. Kindergarten Theory. Junior College. This course includes. Mother Play, continued.—A fuller treatment with discussion of the modern views of the psychological questions there treated.

Gifts.—Theory and practical work with the seventh.

Occupations.—Cardboard modeling, peas work.

Games.—Folk games and dances are continued. All games are reviewed and their value determined in the light of practical experience gained from the practice teaching begun this term.

Library reading on assigned books and magazine articles. Five hours. For those majoring in the department.

This course will be illustrated by work with kindergarten children.

9.* The Relation of Kindergarten and Grades. Junior College. Lectures, library reading and reports on assigned topics, including the study of selected portions of Froebel's writings to learn his fundamental principles and attitude toward the problems of the curriculum. The Montessori materials and a comparison of the two methods. Handwork in free and needle weaving. Folk games and dances.

*Note—Accepted for Ed. 1 (Tr. Sch. 1), Summer, 1914.

D. DEPARTMENT OF DOMESTIC SCIENCE.

Eleanor Wilkinson, Director.

Domestic Science.

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

2. Textils—Courses in Soing for the Elementary Schools. Junior College. The study of textil fibers is begun at this time. Cotton, flax, hemp, and other vegetable fibers, also silk and wool, are studied as to their history, distribution, cultivation, steps in milling, and the weaving of the various kinds of cloth from the same. Dye stuffs are considered, as to source, color, characteristics, and effect upon fiber. The planning and working out of a course in soing suitable for the elementary and high schools takes up the latter part of this term's work. In planning such a course, tentative interests of the children at different ages and their powers and skill in technic will be considered, also the correlation of this work with the other studies of the curriculum.

3. Courses in Cooking for the Elementary Schools. Junior College. The purpose of this course is to plan and work out courses suitable for the elementary and high schools in cooking and the study of foodstuffs. The aim is to prepare such courses as shall meet the requirements of the city schools, the schools of the smaller towns, and the rural schools. Methods in teaching are given special attention, while the economic side of the work is carefully considered for the purpose of securing such training as is necessary to teach the work effectively when there is but a small sum available. Training is given in what equipment to buy for a given sum, as \$15

to \$25, \$100 to \$150, \$200 to \$300, \$400 to \$600, while convenient and sanitary school kitchens and kitchen furnishings, and good desk accommodations are duly considered.

5. House Sanitation. Junior College. The work in house sanitation deals with the problems of location, construction, heating, ventilation, lighting, plumbing, and drainage, cleaning and cleansing agents.

E. DEPARTMENT OF INDUSTRIAL ARTS.

Samuel Milo Hadden, A.M., Director.

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

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

1. Junior College Elementary Woodwork. This course is designed for beginners. However, those who may have had some work may with profit take such a course. It is designed to give a general knowledge of tools and materials and a fair degree of skill in their use. Such subjects as laying out of work, best methods of procedure in the execution of products contemplated are discussed in detail. The course is not organized along hard and fast lines, but is so adjusted that it is possible for a student to see further applications in other work that might be done. In fact, it is organized with a view to giving an acquaintance with the fundamental underlying principles of manual training in illustrating the possible applications of these principles in selected technical work allied in a variety of ways to as large a degree of subjects as possible. The course also includes mechanical and free-hand drawing and their application to constructive design.

2. Junior College Intermediate Woodwork. This course is designed for those who wish to become better prepared for the work in woodwork and tools. It includes constructive de-

sign, the principles of cabinet making, and furniture construction and wood finishing. The different important constructiv joints ar discust and applied wherever possible in cabinet work done in the clas.

14. Junior or Senior College Advanst Woodwork. A continuation of Course 2.

Prerequisite: Courses 1, 2.

Prerequisite: Course 4.

19. Junior College Wood Turning. This course is desigd for those who wish a more comprehensiv knowledge of the art.

The course wil consist of talks, discussions, and practical work regarding varius fazes of the work, such as turning of patterns between centers, face plate turning, finishing, care of tools, preparation of materials, upkeep of lathes, speeds necessary for turning different diameters.

20. Senior College Pattern Making. The topics discust in this course wil consist of the folloing: woods best suited for varius kinds of work, glu, varnish, shellac, dowels, draft, shrinkage, and finish.

The practical work wil consist of patterns for both hollo castings, bilding up, and segment work.

ART METAL.

8. Junior College Elementary Art Metal. This is a laboratory course dealing with the designing and constructing of simple artistic forms in sheet bras and copper.

The aim is to create objects of artistic worth.

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

9. Junior or Senior College Advanst Art Metal. This course should be taken after Course 8, since it deals with more advanst ideas in metal work, and includes work in bras, copper, bronz, and German silver.

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

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

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

MECHANICAL DRAWING.

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

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

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

Prerequisite: Course 10.

13. Junior or Senior College Advanced 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 building of moderate cost.

Prerequisite: Courses 10 and 12.

17. Junior or Senior College Elementary Machine Design. In this course 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-plates, screw centers, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in drawing couplings, hangers, valves, etc.

Prerequisite: Course 10.

18. Senior College Advanst Machine Design. This course is a continuation of Course 17 and deals with the folloing subjects: Transmission of power and motion by belts and pulleys, gears, and cams. The following curvs ar developot in their application to the construction of gears: cycloid, epicycloid, hypercycloid, and the involute. Sketches, details, and assembly drawings ar made of intricate pieces of machinery, such as globe valv, vise, hed stock of lathe, and such shop machinery as lathes, band saws, motors, and gas and steam engines.

Prerequisite: Courses 10 and 17.

THEORY COURSES.

6. Junior or Senior College Industrial Work in Elementary Scool. This course includes the history and development of the manual training notion in its application to elementary scool work from economic and pedagogic standpoints. Such topics as listed belo ar discust: European systems, projects, exercises, models, and the general development of elementary manual training in the United States.

15. Junior College Project Design. This course has for its aim the planning of objects suitable for the elementary scool.

Complete artistic working drawings wil embody the best possible principles of artistic design, of things possible of execution in the elementary scool, together with a short valuable bibliografy of sources from which information was obtained.

Courses 6 and 15 constitute a five-hour course.

PRINTING.

John McCunniff, Pd.M.

1. Junior College Elementary Printing. This course is intended primarily to acquaint the student, in a general way with the fundamental principles underlying the printing art. Much of the time is taken up with lerning the tecnical points; as lerning the different cases; materials, as stick, rule, leds, slugs, galleys; different parts of type and their uses, as nick, body, face, shoulder, ceriph, kerns, etc. Practis wil

be given in cleaning cases and setting strait hand composition which will acquaint the student with proper justifications, spacing and leading out jobs, dumping, distribution, etc. Proper shop work will be given to make the student quite efficient in all these lines. Some time will be given also to press feeding.

2. Junior College Intermediate Printing. This course is designed to make the student more efficient in the lines already introduced, and at the same time to give him work which will be further advanced. In composition more time will be spent upon hand tabular matter, box heads, references, notes, spacing, leading, inserting rules, and inclosing in rules. Also some practice will be given in locking up forms and making ready on press. Designing of small matter will also be taken up.

3. Junior or Senior College Advanced Printing. Much time of this course is spent in actual shop practice to test the student's efficiency in handling all classes of work. Designing, proof reading, ad. composition, and imposition of forms, underlaying and overlaying on press will be made quite prominent items in the work.

BOOK BINDING.

Max Shenck.

Course 1. Elementary Bookbinding. Tools, machines, materials and their uses, mending, preparing, arranging the sections of a book, sawing out for three to five bands (tape or cord), sewing books on tape or cord, preparing end sheets, trimming the edges, gluing, hammering the backs into rounded forms, backing, cutting and fitting boards, headbanding and lining the backs. Cover materials, planning and making of covers, finishing, lettering of titles and labeling. All the steps necessary for the binding of full cloth-bound books.

Course 2. Intermediate Bookbinding. This course includes the binding of books in half-morocco and full leather, including such processes as: Tooling in gold and blind, edge gilding and marbling, and the making of cardboard boxes, leather cases, etc.

Course 3. Advanced Bookbinding. Theoretical study of

Bookbinding, together with practical work, a continuation of Course 2.

Courses for those who wish to be professional bookbinders can be arranged upon application.

If there is a demand from a sufficient number of students for courses not offered in the Summer Term of the College, an opportunity for the additional work will be given.

Major Subject—Teaching Manual Training in Elementary Schools. Junior College requirement:

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

Major Subject—Teaching Industrial Arts in Secondary Schools. Senior College requirement:

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

Combination Majors.

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

F. DEPARTMENT OF ART.

Richard Ernesti, Pd.M., K.M., Director.

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

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

32. In this course the student takes up the principles of

design as needed in public school art. It follows best after Course 31. These two courses every public school teacher is in need of.

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

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

Major Subject—Art in the Elementary Schools. Junior College requirement.

Required courses, Junior College: Art 31, 32, 33, 34, 35, 36, 37, 38, and 39.

The other ten hours necessary for a Junior College major in Art are elective. In these elections it is recommended to the special Art students to select and combine Manual Training or Domestic Science, as these are often asked for as supplemental subjects to be taught by Art teachers who fill positions as supervisors or departmental heads in public schools.

Majors for advanced students will be arranged upon application.

G. DEPARTMENT OF PHYSICAL EDUCATION.

John Thomas Lister, A.B., Ph.B., Director.

Mary E. Schenck, A.B.

7:40.

41. This course will include fancy steps, folk dances, singing games and drills with wands, clubs and bells. Members of the class are required to submit reports each week on assigned reading. Middy and gymnasium shoes required. Daily.
Schenck.

8:50.

42. Games suitable for the playground will be studied and played in order to thoroughly understand the games, their spirit, variety and adaptability to various ages and conditions. Also instruction in the construction and use of home-made apparatus for schools will be given. Talks on First Aid will

be included in this course. Suggestions will be given for "first aid"—or how to care for the injured until the doctor arrives.

Schenck.

4:00.

4. Anthropometry and Fysical Diagnosis. This course is given especially for those students who elect Fysical Education as a major subject. Students who complete this course will be able to make the examinations in the public scools of Coorado. No student may register for this course without the permission of the instructor.

Schenck.

4:00.

6. Swedish Gymnastics. The Swedish system is studied and attention is given to making out the "Day's Order." This course is of special interest to those students who expect to teach gymnastics, and also to those who hav any fysical defects. Bloomers, middy or blouse, and gymnasium shoes required.

Schenck.

5:00.

40. Outdoor Games. The folloing games ar given: Tennis, captain ball, baseball, basketball, volleyball, etc. Members of the clas ar required to submit reports each week on assignd reading. Those who wish to play tennis will be expected to furnish their own rackets and one ball. Bloomers, blouse or middy, and tennis shoes required.

Schenck.

H. DEPARTMENT OF MUSIC.

Theophilus Emory Fitz, Director.

1. Public Scool Music. Junior College. First year. The folloing subjects ar included in the tecnical part of this course: rythm, intonation, expression, form, notation, and sight-reading. Designd for beginners and those who wish to become more proficient in reading music.

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

3. Kindergarten and Primary Music. Junior College. First year. Designd especially for kindergartners and primary teachers. Songs and music adapted to the children of these departments will be studied and material arranged for every season and function of the year. The care and development of the child voice; the teachers voice; methods of instruction; practis singing and rythm exercises will be a part of this course.

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

I. DEPARTMENT OF RURAL SCHOOLS.

J. H. Shriber, Director

County Superintendent of Boulder County.

A. C. Monahan, Ph.D.

Rural Scool Specialist, Bureau of Education, Washington

D. C. Special Lecturer.

The Rural Scool Department has made an effort at this session of the Teachers' College Summer Scool to present courses that teachers in all fazes of rural scool work will find helpful in their daily work. All courses that ar offerd will be taut by specialists who not only know the rural scool teacher's problem from the standpoint of theory, but who know it also from actual work and observation in these scools. The most difficult kind of teaching is that which must be done by the rural teacher. To attempt to meet the vexing problems of the rural scoolroom without some careful study of these problems under the direction of those who hav themselves attaind a measure of succes in solving them is a very unwise thing for any person to do.

Dr. Monahan of the Bureau of Education at Washington will be with us the week beginning July 13. That week will be devoted to conferences in varius fazes of the rural scool situation. County superintendents and all others interested in better country scools ar urgd to attend this week, if it is

not possible to spend the entire six weeks. Dr. Monahan is a national leader in this "Better Cuntry Scool" movement and is the foremost authority in the United States on this large and pressing scool problem. Superintendent Shriber of Boulder County, who is director of the department this year, is known to western scool people as a man who has done much in Colorado and in his county toward a proper solution of the rural scool problem. We expect also to hav Prof. C. G. Sargent, Rural Scool Visitor for the Agricultural College, and other workers for better rural scools in the West for special lectures and conferences at this session.

We have selected courses in the College in all lines of scool work which we feel wil appeal especially to rural scool teachers. There wil also be free revue courses from the standpoint of method as wel as subject-matter for those who feel the need of such revues of the elementary subjects. These wil be so organized that the teacher can take as many of them as she desires to take. Write for a special bulletin now in pres which wil more fully explain the courses offerd in the rural scool and elementary preparatory departments.

J. DEPARTMENT OF HISTORY AND POLITICAL SIENCE.

Royal Wesley Bullock, Ph.B., Director.

2. European History. This course covers the period from 800 A. D. to 1789 and includes the folloing general topics: growth of an empire; growth of the church; conflict between church and state; feudal civilization and institutions; the Crusaders; and economic results; the growth of national spirit and unity; the renaissance; the Reformation.

4. American History and Methods in History. Exploration and settlement of the colonies; inter-colonial relations; development of national spirit; the Revolution; the constitution and organization of the national government; westward settlement; national expansion; and erly national problems.

7. Commercial History of the United States. This is a study of the leading factors in our remarkable commercial progres. Some of the topics considered ar: Conditions of erly American Colonial commerce; transportation by natural waterways, canals, railroads, highways; communication by

post, telegraf, telefone. Commercial institutions: wholesale and retail stores, banks, board of trade, stock exchange. Government promotion of trade by: diplomatic relations, by currency and tariff measures, by supervision and control.

10. Government in Colorado. The government of the state, of counties, of school districts, and of towns and cities will be considered in detail. Emphasis is placed upon the needs of the people and the organized means used to secure the desired ends. A study of current topics, of sources of information, and of the laboratory methods of teaching civics will be included.

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

Jacob Daniel Heilman, Ph.D., Director.

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

L. DEPARTMENT OF SOCIAL SCIENCE.

Gurdon R. Miller, A.M., Director.

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

2. Principles of Sociology. Junior College and Senior College. Including a study of modern social organization; the historical evolution of institutions; law of social progress; lectures and discussion of modern social problems.

9-g. Social Economics. Labor problems and economic organization; labor unions and legislation; workingmen's insurance; corporations and public ownership; socialism; taxation. Senior College and Graduate Students only.

M. DEPARTMENT OF BIOTICS.

President Zachariah Xenophon Snyder, Ph.D., Director.

For the Summer Term of 1914 two of the three courses required of Senior College students will be offered. They are Courses 1 and 3.

1. Biotics in Education. Evolution.

3. Biotics in Education. The Genesis of Movements.

N. DEPARTMENT OF SYCOLOGY.

Burchard Woodson DeBusk, A.B., B.S., Director.

1. Sycology. A beginning course required of all students.
Mr. DeBusk.

2-g. Advanst Sycology. The sycology of lerning. The course wil cover the folloing topics: lerning among the invertebrates; among vertebrates; selection in lerning; lerning by "trial and error"; by ideas; development and analysis of skil; improvement by practis; relation of consciusnes to lerning; transfer of lerning; memory in lerning; curv of forgetting, acquisition and retention; function and development of habits; adjustment of the sycophysical mecanism.

Mr. DeBusk.

8. Hygiene—Mental and Fysical. The folloing topics wil be coverd: Laws of growth; factors that influence it, such as nutrition, seasonal influences, alcohol, drugs, etc., fatig, sleep, oxygen in relation to fysical and mental growth, functional nervus disorders, symptoms and indications.

Mr. DeBusk.

3. Educational Sycology. Junior College. First year. Required. This is an attempt to put the main conclusions of sycology into a more usable form for application in the scool room. Much of the subject-matter is identical with that of Course 1, but it is treated in a different way. In Course 1 the mental processes ar analysed, described, and explained,

but in this course their service in the performance of some task is discussed. The course begins with a consideration of the control of mental and physical responses in general. It aims to show how sensory defects, capacities, instincts, interests, and all the other mental processes are involved in arousing and fixing proper responses and in modifying and eliminating improper responses. Another feature of the course is the control of the child's responses in learning the different school subjects, such as reading, writing, and spelling.

Dr. Heilman.

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

Dr. Heilman.

O. DEPARTMENT OF EXPRESSION.

Frances Tobey, B.S., Director

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

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

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

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

d. Mastery of methods of teaching.

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

Analysis of simple literary units: the essential truth, the parts, the services of the parts, the relationship of the parts.

2. Reading in the Grades. Analysis of literary units, with study of structural plan. Courses of reading for the grades. Dramatizations from standard literature. Methods of teaching. Practice in teaching. A consideration of the relation of forms of expression to mental states. The school festival.

5. Dramatic Interpretation. Study and interpretation of dramatic monologs. Study and interpretation of Shakespeare's comedy of *A Winter's Tale*. Presentation of the comedy on the campus before the Summer School.

P. DEPARTMENT OF MATHEMATICS.

George William Finley, B.S., Director.

Roscoe C. Hill, A.B., Summer, 1914.

Frank W. Shultis, A.B., Summer, 1914.

The courses in mathematics are conducted with a view to imparting such knowledge and training as shall be of benefit, not only to those who wish to specialize along this line, but to those who wish to prepare for general teaching as well. Special attention is given to the practical application of the subjects taught so as to link them as closely as possible to the real life of the students. The work is always kept abreast of the newer developments in methods, and students are given an opportunity to observe the workings in the classroom and thus gain a real knowledge of them.

1. College Algebra. Junior College. This course takes up the subject of algebra where the high school work leaves off. It covers a review of the progressions and logarithms and continues with the binomial theorem, permutations and combinations, probability, variables and limits, and infinite series.

3. Plane Trigonometry. Junior College. The work of this course covers the solution of both the right triangle and

the oblique triangle with the development of the formulas used. The course is enriched by actual field work with a surveyor's transit by means of which real problems are brought in and the student led to realize the practical use of this branch of mathematics.

4. Analytic Geometry. Junior College. This course opens up to the student, in a small way, the great field of higher mathematics. It gives him a broader outlook than he has had before and thus gives him new power. It covers the work as outlined in such texts as Smith and Gale's Analytic Geometry.

12. Solid Geometry. The course is planned for those who wish to round out their knowledge of geometry and thus fit themselves to teach the subject. Much attention is given to the practical applications of the subjects and its connections with various arts and sciences.

9. Elementary Algebra—Teachers' Course. The work here consists of a thorough review of the principles of algebra and a discussion of the progress that has been made in methods of teaching the subject in recent years. Emphasis is placed upon the practical applications of algebra.

10. Plane Geometry—Teachers' Course. This course is given for those who wish to know the latest developments in methods of teaching geometry. It also includes a review of the essentials of the subject.

8. Methods in Arithmetic. Junior College and Senior College. Elective. This course will develop the curriculum of arithmetic in the elementary school genetically. The subject-matter chosen for use will be selected for its social value with a view to enriching the experience of the pupil. It will be presented in a psychological rather than logical form. A great deal of apparatus will be used, and laboratory work will be the rule. Visits will be made to shops, stores, lumber yards, houses in process of erection, banks, courthouse, etc.

Q. DEPARTMENT OF LANGUAGES.

Ethan Allen Cross, Ph.M., Director.

In the Department of Languages for the Summer Term of 1914, courses will be offered in Literature, English, German,

French, Spanish, and Latin. Detailed descriptions of these courses may be seen below.

Literature and English.

Ethan Allen Cross, A.B., Ph.M.

Harry M. Barrett, A.M., Summer 1914.

D. R. Hatch, Summer 1914.

1. Grammar and Elementary Composition. Required. A study of English grammar, with practis in oral composition and paragraf riting. Junior College, but required of all students unles excused by the English Department or permitted to take a more advanst course insted. Two sections.

Mr. Cross.

Mr. Barrett.

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

Mr. Hatch.

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

This course includes daily demonstration of the work in the summer high scool.

Mr. Cross.

15. Modern Plays. A study of the structure and meaning of a number of the plays of today.

Mr. Cross.

16. The Novel. The development, technic, and significance of the English novel. The course requires the reading of ten novels, but a part or all of them may be red after the close of the summer term.

Mr. Cross.

MODERN FOREN LANGUAGES.

John Thomas Lister, A.B., Ph.B.

German.

1. Elementary German. Beginner's course. Grammar is studied and reading is begun as early as possible. Translation of easy English sentences into idiomatic German is given daily. Conversation in German is practised as far as possible. This course does not presuppose any knowledge of German. Daily at 7:40.

5. Intermediate German. This course is open to anyone who has had one year or more of German in high school or college, or an equivalent. A short story and a play of intermediate grade will be read. There will be daily drill in turning English into German, and conversation in German will be practised. Students who already have credit on the college records for Course 5, may take this course during the summer term and receive credit for either Course 4 or Course 6. Daily at 8:50.

12. Advanced German. Students should have an equivalent of two years or more of German in high school or college before attempting this course. Suderman's **Frau Sorge**, and **Johannes**, and **Teja** will be studied. The text will be read in class and questions and answers explaining it will be given in German. Daily at 2:40.

French.

1. Elementary French. Beginner's course. Grammar, pronunciation, reading, composition and conversation will be taken up in regular order. Daily at 1:30.

Spanish.

J. R. Morgan, Ph.D., A.B. Summer 1914.

Three courses in Spanish will be given during the Summer Term of 1914. They are as follows:

1. For Beginners. Pronunciation, basic grammatical constructions, composition. The major part of this course is conversation. No text is used.

2. Continuation of the work is planned in Course 1. Text—Spanish Grammar—Hill and Ford.

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

Latin.

Ralph S. Pitts, A.B. Summer, 1914.

For the Summer Term of 1914 the following courses in Latin will be offered by Mr. Ralph S. Pitts of the East Denver High School:

1. A Beginning Course in Latin.
4. Advanced Latin.
5. Latin Classics.
6. A Teacher's Training Course in Latin.

R. DEPARTMENT OF SCIENCE.

Arthur Eugene Beardsley, A.M., Director.

Leverett Allen Adams, A.M.

26. Bacteria, Prophylaxis, and Hygiene. Junior College and Senior College. Elective. The health of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of diseases and the methods of their prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of diseases without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saprophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of diseases; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home.

2. Bionomics. This course takes up the study of the history of the body, and supplies a basis for the study of Evolution, Heredity, Environment, Coloration. It starts with the

study of the simple cels and folloes them up in their development and growth from the simple cel of the protozoan to the complex body of the higher mammal. The first half of the course is then a study of comparativ anatomy, and the last a study of how the higher forms hav been evolvd and the factors that enter into their evolution. Lectures, much work with the lantern and microscopic slides, study of the live forms on the screen when they may be used to advantage.

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

2. Elementary Agriculture. Senior College. The elementary principles of agriculture. Designd to fit teachers for teaching agriculture in the rural scool. In addition to the study of soils and their improvment and management, the principles of crop and animal management ar considerd. Some effort is directed, too, towards the study of rural conditions.

2. Bionomics. Junior College. Required in the first year. A course in the life proces designd to prepare students for the more intelligent study of educational problems. The course is a study of the folloing topics: Tissues and their functions in the living organism: the elements of tissue-cels. Cel life: the simple cel, its structure and functions: studies of simple cels under the microscope. Cel colonies: their life and functions in relation to the environment; their origin: development. Differentiation of cels: the development of tissues; structure of tissues in relation to their functions. Organic life. The unit or individual: its place in the economy of nature; its functions; its development; the relation of function to structure. Variation; animals and plants; heredity; environment; natural selection; evolution; ontogeny; fylogeny.

Mr. Adams.

5. Ornithology. This course is a combination of field and classroom work. At least half of the time wil be spent out of doors, in order to become familiar with the forms studied in the clasroom. This is rather a comprehensiv course and is pland for those who desire an intimate knoledge of bird life.

Mr. Adams.

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

Mr. Adams.

1. Nature Study. Junior and Senior College. Elective. This course will be devoted to the study of the trees and shrubs on the college campus. The life cycle of the plant will be treated. Methods of collecting and mounting specimens will be considered, and the educational use of the museum will be emphasized.

Mr. Adams.

PHYSICAL SCIENCES.

Francis Lorenzo Abbott, A.M.

1. General Science Course. Junior College (complete in one term). This course, as the name indicates, covers a wide range of subjects—over 200 of the common phenomena that come under the name of Physics, Chemistry, Zoology, Physical Geography, etc. To give some idea of the scope of the course, a few of the subjects discussed are: Combustion, explosions, thermometer and many other of the common phenomena of heat; seasons, comets, meteors, etc.; many of the common phenomena of light, sound, etc. The purpose of the course is to give teachers of the elementary schools a better understanding of the manifestations of the natural laws. Simple and easy experiments are given which can be used in almost every grade to illustrate the many facts the children see all about them.

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

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

CHEMISTRY.

1. Elementary Chemistry.

The course is primarily arranged for those wishing to begin the subject, but also offers a nextcellent opportunity for review work to those students who have had only a short course in chemistry.

6. Fysics—Methods in Teaching.

The method of presenting the subject of physics in the high schools, and also the subject-matter, needs much revision. It is the purpose of this course to try to show how this subject, which is a most important one, may be made more interesting and profitable in a high school course. A demonstration class in the high school will be maintained in connection with this course in physics.

GEOGRAPHY AND GEOLOGY.

George A. Barker, A.M.

D. R. Hatch.

2. Physiography. This course covers the essential facts of climates and land form study, making up the subject of physiography. The laboratory and field phases of this subject will be covered. This course is designed for teachers of physiography and those teachers who desire to get acquainted with the underlying causal forces in geography.

3. Economic Geography. This course studies the principles which underlie industrial and commercial geography. It takes up the processes that have to do with the production of raw materials, their transportation and manufacture.

4. Geology. This is a course for those who are interested from either the teaching or cultural standpoint, in the geology of Colorado. The course will be built largely around the field work, as it is desired to give a first hand knowledge of the local formations rather than emphasize the larger points in a

text written with a Central West or Eastern vupoint. This course wil help those who desire to **no** as wel as to **see** our mountains.

5. Mathematical Geografy and Meterology. This subject is for those teachers who ar interested in the foundation mathematical and climatological facts underlying the study of the erth's surface. It is designd for those persons interested in wether and climatic fenomena and their relation to life.

1. Public Scool Geografy. A course in the teaching of geografy in the public sools.

6. Industrial and Commercial Geografy.

The world's most important products.

Methods of production.

Methods of preparation.

Sources of information.

Trade routes of the world.

The three most important.

Products passing through each.

Methods of handling.

Consideration of prices.

Tariffs.

Study of typical cities.

Conservation.

Mr. Hatch.

S. DEPARTMENT OF GRADUATE WORK.

Irving E. Miller, Ph.D., Dean of Graduate Work, Director.

Owing to the pressure of the demand made upon the Teachers College for graduate work, this line of work was inaugu- rated a year ago. Students hav been enrolld thruout the year, and some ar redy to take the degree of Master of Arts in Education this spring. A special bulletin of Graduate Work has been publisht, which wil giv the general plan of graduate work and the regulations pertaining thereto.

All **advanst** courses in all the departments of the College ar open to graduate students **in so far as they lie within the field of their specialization.** All candidates for a degree of Master of Arts in Education as the culmination of their grad- uate work must pursue specialized and intensiv work along professional lines, in which al courses pursued ar focust upon

a definit problem or lie within a definit field or ar closely correlated with a special vocational need. The special line of research and thesis work may fall within any department of the College, but academic and professional courses folloed must form a unity determind by the nature of the fundamental problem upon which research is focust.

In addition to the **advanst** courses regularly provided, there ar offerd this Summer Term **special graduate courses** distributed thru all the periods of the day.

All graduate students wil register with the Dean of Graduate Work, who wil assist them to correlate their studies with reference to the unity of their entire course.

For the Summer Term of 1914, Education 35-g has been selected as a common unit of work for graduate students to bring them for one period all together into the same clas.

Special Graduate Courses for the Summer Term.

(Full description in Bulletin of Graduate Work.)

- Ed. 35-g. Evolution of Public Education. Graduate. Electiv. Dr. Irving E. Miller. 7:40.
- Psy. 2-g. The Sycology of Larning. Graduate. Electiv. Mr. DeBusk. 8:50.
- Soc. 9-g. Social Economics. Graduate. Electiv. Mr. G. R. Miller. 8:50.
- Ed. 24-g. Administrativ and Social Aspects of Education. Graduate Course. Electiv. Superintendent J. F. Keating. 11:00.
- Ed. 28-g. Comparativ Study of Scol Systems. Graduate. Electiv. Mr. Mooney. 1:30.
- Ed. 23-g. Reserch Course. Graduate. Electiv. Dr. Irving E. Miller. 1:30.
- Ed. 20-g. High Scol Administration. Graduate. Electiv. Principal Harry M. Barrett. 2:40.
- Ed. 25-g. Administration of Rural Scools. Graduate. Electiv. Superintendent Shriber. 2:40.

T. DEPARTMENT OF PREPARATORY WORK.

Frank D. Slutz, A.B., Director.*

Harry M. Barrett, A.M., Acting Director, 1914.

An elementary department is organized in the Summer Scol

*On leave of absence, Summer Session, 1914.

to meet the needs of teachers: (1) Who feel the need of a revue of the grade scool subjects from the standpoint of methods of teaching; (2) Those teachers who ar just entering the servis and feel the need of a revue of the subject-matter of the grade subjects as wel as information concernig methods of teaching.

There are three plans of revues offerd. The first plan is a revue wherein the methods of teaching the subject is emphasized most. The second plan is a revue wherein the most emphasis is placed on the subject-matter. The third plan is one in which emphasis will be placed on subject-matter, but insted of using the entire six weeks for one subject, each subject will be given but three weeks. In this way a greater range of subject-matter will be given. The courses in which special methods for teaching given subjects ar emphasized will be under the last named plan. Especial attention is calld to the fact that all courses offerd in this department ar offerd free of charge to the student taking them. No limit is placed on the number of subjects a student may take in the department. The only condition is that each student who enters and desires to take work in the elementary department must register for at least two credit courses in some other department of the college. Write for special bulletin which wil giv more detailed information.

U. DEPARTMENT OF PROFESSIONAL WORK.

Irving Elgar Miller, Ph.D., Director.

Dean of Graduate and Professional Work, Professor of the Sience of Education.

Required Professional Courses.

Junior College.—First year: Biology 2 (Education 38), Sociology 3 (Education 39), Sycology 1, Sycology 3, Training Scool 1 (Education 1). Second year: Education 11, and Teaching 1, 2 and 3.

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 Scool Department. Prerequisite: The Junior College required subjects.

**Principles, Methods, and Practis of Teaching in the
Elementary Scool.**

1. Principles of Teaching. Junior College. Requird.
(Known also as Training Scool 1.) Observation in the Train-
ing Scool. For the Summer Term of 1914, the requirements
of this course may be met by registering for any one of the
folloing list of courses:

Ed. 9. Theory and Practis of Teaching. A course designd
to meet the needs of those who expect to teach
on certificate.

Superintendent Shriber.

Ed. 16. Principles of High Scool Teaching. A course de-
signd for prospectiv High Scool teachers.

Principal Barrett.

Tr. Sch. 5, 7, 8, or 9. Methods in the Grades.

Miss Long, Miss Statler, Mr. Mooney.

Kng. 9. Relation of Kindergarten and Grade.

Miss Cannell.

Science of Education.

38. Bionomics. Junior College. First year. Requird. A
course on the life proces designd to prepare students for the
more intelligent study of educational problems. Tissues and
their functions in the living organism; the elements of tis-
sues—cels. Cel life: the simple cel, its structure and func-
tions; studies of cels under the microscope. Cel colonies:
their life and functions in relation to the environment; their
origin; their development. Differentiation of cels: the de-
velopment of tissues; structure of tissues in relation to their
functions. Organic life. The unit or individual: its place in
the economy of nature; its functions; its development; the
relation of function to structure. Variation in animals and
plants; heredity; environment; natural selection; evolution;
ontogeny; fylogeny. Given in the Department of Biology, as
Course 2.

Mr. Beardsley.

39. Educational Sociology. First year. Requird. A
course on the social proces, preparatory to the more detaild
study of educational problems involving social factors. Mod-

ern social institutions; changing social ideals; social reforms and their relation to schools, curricula, and teaching. Given in the Department of Sociology as Course 3.

Mr. G. R. Miller.

3. Educational Sycology. Junior College. First year. Required. A course on the mental proces designd to put the main conclusions of Sycology into a more usable form for application in the scool room. Given in the Department of Sycology.

Dr. Heilman.

11. Principles of Education. Junior College. Second year. Required. (The requirments of this course may also be met for the Summer Term of 1914 by registering for Ed. 19, Ed. 24, or Ed. 25.)

This is a general course designd to giv a balanst and systematic vue of the fundamental principles which constitute a filofy, or sience, of education. It covers the field outlined in such books as Horne's Philosophy of Education, Ruediger's Principles of Education, Henderson's Principles of Education, etc. The biological and functional points of vue ar pre-supposed in the discussions of the meaning and aim of education and as furnishing the distinctiv point of vue for the interpretation of method. For this reason the work of the course is supplemented at varius points by definit assignments from O'Shea's Education as Adjustment, Miller's Psychology of Thinking, and Dewey's How We Think.

Dr. Irving E. Miller.

18. Biotics in Education. Senior College. Required. The meaning of education; the importance of heredity in education; evolution as a basis for education; functional education; the evolution of truth; life and its evolution; the serial theory of life as growing out of the doctrin of evolution; education is motorization.

President Snyder.

23-g. Reserch Course. Graduate. Electiv. This course is designd to meet the needs of all who register for thesis work. In whatever department the thesis work is being done, the student wil register for this course. Fuller description of work in Graduate Bulletin.

Dr. Irving E. Miller.

31. Religious and Moral Education. Junior College and Senior College. Electiv. A course for teachers, principals, superintendents, and religious and social workers who wish to keep abreast of the groing movement for more adequate religious and moral education both in the Church and in the educational institutions of our cuntry. Lectures and conferences on varius fazes of the problem by a series of special lecturers.

Dr. Irving E. Miller, Director of the Course.

35-g. Evolution of Public Education. Graduate. Electiv. This course wil discus the origin, growth, and development of the public scool idea in its relation to the progres of civilization. Fuller description in Graduate Bulletin.

Dr. Irving E. Miller.

Secondary Education.

16. Principles of High Scool Teaching. Junior College and Senior College. Electiv. (This course may be taken as a substitute for required course Ed. 1 this Summer Term.)

A course in general methods of high scool teaching. Attention to the recitation, with emfasis on the folloing points: Creating a need for the new lesson, assigning a lesson, the distinction between functional and structural aspects of subject-matter, genetic, or sycological versus logical modes of organizing material, types of lessons, summaries and revues, the art of questioning, clas management, and scoolroom hygiene.

Principal Barrett.

19. Principles of High Scool Education. Junior College and Senior College. Electiv. (This course may be taken this Summer Term as a substitute for requird course Ed. 11.)

A brief survey of the sycology of adolescence in its relation to the general problem of interpreting the life of the high scool pupil and in its bearing on the adjustment of methods and subject-matter to the needs of pupils in this stage of their development. Attention to the underlying aims of the high scool as conceivd by the most progressiv educators. A study of the origin of the curriculum, its scientific determination in the present, and the specific values of the different high scool subjects.

Principal Hill.

20-g. High School Administration. Graduate. Electiv. Organization, management, supervision of high schools. For fuller description of course see Graduate Bulletin.

Principal Barrett.

Note.—A large number of courses in the methods of the various high school subjects are offered. They are scheduled in their respective departments. The high school will be in session. Arrangements are made for demonstration classes in high school methods in Algebra, Geometry, English, Latin, History, Music, Industrial Arts, Physics, Economic Geography, Oral Expression, Bird Study and Chemistry.

School Administration.

20-g. High School Administration. Graduate. Electiv. See Graduate Bulletin. Principal Barrett.

24. School Administration. Junior College and Senior College. Electiv. (This course may be taken this Summer Term as a substitute for required course Ed. 11.)

A course in school and classroom management designed to meet the needs of supervisors, principals, and classroom teachers. The problems of superintendents and supervisors in villages and small cities will receive special attention.

Superintendent Keating.

24-g. Administrative and Social Aspects of Education. Graduate. Electiv. An advanced course in administration and supervision that deals with problems of superintendents and supervisors in cities of 5,000 and over. For fuller description, see Graduate Bulletin.

Superintendent Keating.

25. Supervision of Rural Schools. Junior College and Senior College. Electiv. (This course may be taken this Summer Term as a substitute for required course Ed. 11.)

A course for all those who are interested in the problem of rural school supervision. It will emphasize the specific nature of the rural problem as compared with that of the city. Attention will be given to the qualifications and preparation of teachers and to the methods of their improvement while in service. There will be discussions of the elements of the cur-

riculum, of principles underlying the program of work, and of the utilization of the school environment.

25-g. Administration of Rural Schools. Graduate. Elective. An advanced course in the study of rural education for county superintendents, rural supervisors, principals of rural high schools, etc. See Graduate Bulletin.

Superintendent Shriber.

26. Bacteria, Profylaxis, and Hygiene. Junior College and Senior College. Elective. The health of the students is an important and vital factor in school efficiency. This course aims to give specific instruction in the causes of diseases and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of diseases without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saprophytes; bacteria which produce diseases (pathogenic bacteria). (2) Profylaxis—prevention of diseases; how diseases germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home.

Mr. Beardsley.

28-g. Comparativ Study of Educational Systems. Graduate Course. Elective. The study of European systems of education, particularly German, French and English, will be made for the sake of a comparative basis for the evaluation of American ideals and practices and for the sake of suggestions that they furnish as to current problems in American school administration.

Mr. Mooney.

27. General Education. Junior College and Senior College. Required of all Summer Term students. This course consists of a series of daily lectures by eminent men in the field of educational work.

Major Subject in Education.

(Junior College Majors 30-40 hours; Senior College Majors 40-60 hours.)

STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

Students who desire to pursue a major in Education should plan their work to this end early in their course in consultation with the Hed of the Department.

The student may major in any one of the following lines of work:

Kindergarten and Primary Grade Teaching,
 Primary Grade Teaching,
 Intermediate Grade Teaching,
 Grammar Grade Teaching,
 High School Teaching,
 Elementary School Supervision,
 High School Supervision,
 Public School Supervision,
 Education as a combination major with work in another department.

Students wishing to earn a major to be designated on their diploma should consult the Hed of the Department, or the Special Adviser designated, for details as to the elements of work required in a major. The Annual Catalog contains detailed accounts of the above majors.

V. DEPARTMENT OF LIBRARY WORK.

Albert Frank Carter, A.B., M.S., Director.

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

2. Reference Work. The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases and reference manuals of various

kinds, with comparisons of the several forms, their arrangement, etc. A study of the indexes to periodicals, with the use of the latter for reference work, etc. Public documents, their selection and use. Practical questions and problems assigned.

W. DEPARTMENT OF AGRICULTURE.

Arthur Eugene Beardsley, A.M., Director.

A course in Elementary Agriculture will be given in the Summer Term by Mr. Beardsley. A full description of this work may be found in the outlines for Department R. Science.

SYMPOSIA.

Symposium weeks will be held in various departments, in order to intensify the work, as follows:

1. June 15. Sociological Symposium—led by Dr. Edward A. Steiner.
2. June 22. Vocational Guidance Symposium—led by Meyer Bloomfield.
3. June 29. The New Curricula in the Public Schools—led by Dr. Henry Suzzallo.
4. July 6. The Value of Story Telling in Education led by Richard Thomas Wyche.
5. July 13. Rural School Symposium—led by Dr. A. C. Monahan.
6. July 20. Educational Symposium—led by Dr. G. Stanley Hall.

Announcements

ORGANIZATION OF THE COLLEGE.

Information for All Students.

The College is organized into five distinct divisions:

1. The Graduate College;
2. The Senior College;
3. The Junior College;
4. The High School;
5. 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 Graduate College embraces the work usually done in advance of the four-year college course, and leads to the degree of Master 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.

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

1. Students must be of good moral character and free from contagious diseases.
2. Graduates of acceptable high schools of this and other States are admitted **without examination upon presenting to the Dean of the College their diplomas or certificates of graduation.** The minimum of work acceptable for entrance is 30 semester hours (15 units).

3. Practical teachers of mature years, who are not high school graduates, may enter and take such work as will make up the deficiency and then become candidates for graduation and the state certificate, in the same way as other students.

4. Students having done work in other colleges or normal schools, equal in academic standing to The State Teachers College of Colorado, upon application to the Dean of the College, may obtain credit for such work and be given such advanced standing as is due. In case the student is a graduate of another normal school or college, he will go at once to the Dean of the Senior College and apply for advanced standing. If, however, a student is not a college or normal school graduate, he will apply to the Dean of the College, who will refer him to the Dean of the Senior College in case his advanced standing seems sufficient for admission to the Senior College.

Advanced Standing.

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

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

Minimum Terms in Residence.

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

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

"No person who has already received one diploma from this institution will be permitted to receive another diploma until such person shall have earned the full number of credits required

for such diploma, and completed not less than one full additional term of residence work in this institution."

Admission to the Senior College.

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

Graduates of other colleges, who have earned one of the regular academic degrees are admitted to the Senior College without examination, and may receive advanced standing for a large part of the work done in the third and fourth years of the College. These applications for advanced standing must be treated individually and credit granted by the Dean as each case merits.

Admission to the Graduate College.

Graduates of the State Teachers College of Colorado with the degree of A.B. are admitted to the Graduate College without formality. Graduates of standard colleges from the regular four-year courses are admitted upon presentation of satisfactory credentials.

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.

Each course for the Summer Term meets each day and counts as a five-hour credit course.

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.

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.) is conferred after the completion of three full years of work.

III. GRADUATE COLLEGE.

At the end of the fifth year, the student having previously completed our four-year college course or its equivalent, will be granted a diploma which is a life certificate to teach in the public schools of Colorado. The degree of Master of Arts in Education (A.M.) will be conferred upon the graduate meeting the requirements of specialized work as set forth in the Bulletin of Graduate 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 may 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.

Miscellaneous

EXCURSIONS.

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

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

Small parties make shorter trips to points of interest, for study or plesure, nearer Greeley. Frequent week-end parties make the automobile tour to Estes Park and Long's Peak. Public automobiles take parties of four or five, making a charge of \$20.00 for the round trip for the whole party. The trip can be made in a day, or parties may go up to one of the beautiful rustic mountain inns on one day and return the day folloing.

While there ar many opportunities for recreation, the Scool is not offering its Summer Term as a holiday outing. The work is serius and effectiv, the entertainments and excursions being arranged at the end of the scool week.

The Climate.

Colorado sunshine is a proverb. The altitude of Greeley is one mile. The combination of a moderate elevation and sunshiny days produces an almost ideal condition for scool work

in summer. The middle of the day is usually warm, but in the shade the temperature is never unpleasant. The cool evenings are all that the student could desire. A humid, hot night is unknown.

The Opportunity.

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

Work may also be done toward securing the advanced degrees, Master of Pedagogy, and Bachelor of Arts in Education.

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

Scope of the Work.

The work done during the summer term is: The regular work arranged in courses, for which credit is given when completed, enabling teachers who cannot attend at any other time than during the summer terms, to complete the course, get the diploma, which is a license to teach in the State for life, and receive the professional degree of Bachelor of Pedagogy. The work is arranged to enable graduates of the State Teachers College of Colorado, and others prepared to do so, to take up graduate work, whereby they may, during the summer terms, earn the higher degrees. The work is so arranged that persons who wish to pursue special lines of study may have the opportunity to do so. An opportunity is given to high school teachers to study from the pedagogical standpoint the subjects they are to teach. An opportunity is given the principals and superintendents to study the educational problems which confront them in their daily work. An opportunity is given the rural teacher to study the problems peculiar to these schools. An opportunity is given to regular Normal students to

make up their work when, thru sickness or otherwise, they have not been able to complete it satisfactorily during the regular year.

History of the College.

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

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

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

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

Location.

The Teachers College is located at Greeley, in Weld County, on the Union Pacific, the Colorado & Southern, and the Denver, Laramie & Northwestern Railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre River, one of the richest agricultural portions of the State. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 10,000 inhabitants.

Equipment.

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

There are special industrial laboratories for stonework, carv-

following sciences: Biology, physics, chemistry, taxidermy, and physical education. They are all fitted up with the very best apparatus and furniture.

There are special industrial laboratories for sloyd, carving, weaving, basketry, cooking, sewing, and children's room. All these are well fitted up in every way.

The library has 40,000 volumes bearing on the work of the Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library wherein a student may learn how to run a library, as well as many other things.

The gymnasium is well equipped with modern apparatus. Games of all sorts suitable for schools are taught.

Buildings.

The buildings which are completed at the present time consist of the administration building, the library building, the residence of the President, the training school and the industrial arts building. The main, or administration building, is 240 feet long and 80 feet wide. It has in it the executive offices, classrooms, and class museums. Its halls are wide and commodious and are occupied by statuary and other works of art which make them very pleasing.

The library is a beautiful building. The first floor is entirely occupied by the library, consisting of more than forty thousand volumes. The furniture in the library is of light oak and harmonizes with the room in a most pleasing manner. The basement is occupied by committee rooms, text-book department, taxidermy shop, wild animal museum, ceramic museum, and sewing rooms.

The Training School is a commodious building of red pressed brick similar in style to the administration building. In its construction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal building for a complete graded school from the kindergarten to the high school, inclusive.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray pressed brick. It will accommodate the depart-

ments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This building is a gift to the school from Senator Simon Guggenheim.

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

Greeley.

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

This is an ideal location for a summer school. The altitude of the city is near 5,000 feet, hence the nights are decidedly cool and the days are seldom uncomfortably warm.

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. From the canon it is taken into the settling basin, where the ruffier foreign material is eliminated; from the settling basin it is taken into the filter basin, where it is freed from all foreign matter; from the filter basin it is taken to the distributing basin, from which it is distributed over the town. This water system cost the City of Greeley about \$400,000.

Advantages.

Some of the advantages of the school are: A strong faculty especially trained, both by education and experience; a library of forty thousand volumes; well equipped laboratories of biology, physics, chemistry, manual training and physical education; a first-class athletic field, gymnasium, etc., all under the direction of specialists; a strong department of art; field and garden work in nature study; a model and training school; a kindergarten; and all other departments belonging to an ideal school.

Campus.

In front of the buildings is a beautiful campus of several acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their home, thus increasing its value as a place of rest, recreation or study.

During the summer and fall terms the faculty gives its evening reception to the students on the campus. At this time it presents a most pleasing appearance, being lighted, as it then is, by arc lights and Japanese lanterns.

In the rear of the bilding is a large playground, which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete vue of which is secured from a grandstand, which wil accommodate more than a thousand spectators. On the portion of the playground next to the bilding there is a complete outdoor gymnasium. To the east of the bildings ar located the tennis courts.

This is one of the most complete playgrounds west of the Mississippi, and when the present plans ar fully realized it wil be one of the best equipt and arranged grounds in the United States.

During the summer, courses on the organization of playgrounds wil be givn, and demonstrations of how to carry out these courses in the public scools wil be made on the campus.

Scool Garden.

One of the pleasing features of the spring, summer and fall sessions of the scool is the scool garden. This garden occupes several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snowdrop of erly March and the last aster of late October. From the formal garden we pass to the scool garden proper. Here in garden and nursery the student may dig and plant, sow and reap, the while gathering that knoledge, that handicraft, that is essential in the teaching of a most fascinating subject of the up-to-date scool—gardening.

The Conservatory.

The greenhouse, a picture of which is givn in the fore part of this bulletin, is one of the best equipt of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers ar kept blooming all winter, and the erly

spring flowers and vegetables are started for the spring planting.

The building is of cement, iron and glass. It is 116 feet long by 20 feet wide, and has connected with it a service room where the students of the Normal Department and children of the Training Department are taught to care for plants they may wish, now and in the future, to have in their homes.

Expenses.

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

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

3. Incidental Fees. All students pay incidental fees as follows:

One course	\$10.00
Two courses	15.00
Three courses	20.00
Four courses	25.00
Five courses	30.00
Six courses	35.00

A course is one subject or class meeting five days a week for six weeks. All courses for the Summer Term are the same—five hour courses.

Each student deposits \$2.00 upon entrance as a guarantee to the school against loss of books, returnable at end of term or at the time of the student's permanent withdrawal from the school.

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

Railroad Rates for Summer Students.

All Colorado roads, with the exception of Burlington and Rock Island railways, will sell round trip tickets to Greeley from state points, at a fare and one-third, sale dates June 13, 14, and 15th; final return limit July 27. No certificates are required.

Programs and Courses of Study

THE SUMMER TERM, 1914.

Room Numbers.

Numbers 1 to 10—Basement, Administration Building.
 Numbers 100 to 120—First floor, Administration Building.
 Numbers 200 to 220—Second floor, Administration Building.

Numbers 300 to 306—Third floor, Administration Building.

Numbers L1 to L13—Library basement.

Rooms G10, G100, G200—First, second, and third floors, respectively, Guggenheim Hall of Industrial Arts.

Tr. Sc.—Training School Building.

Order of Registration.

First—Register, Room 114, Administration Building.

Second—Make out your program of courses. Room 114, Administration Building.

Third—Pay fees and get the President's Admission Card from Secretary Board of Trustees, Room 107, Administration Building.

Senior College students must have their programs approved by Dean G. R. Miller, Room 114.

Graduate students must have their programs approved by Dean I. E. Miller, Room 114.

All class cards must be approved by Dean J. H. Hays, Room 109.

Required Courses.

The distribution of required courses should be approximately an equal number for each term of the student's attendance. The distribution among the various years is customarily as follows:

1. Junior College.

First Year—Sociology 1 and 3, Training School 1 (Education 1), English 1, Biology 2, Sociology 3, and Physical Education.

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

Note.—The requirements of Education 1 (Tr. Sc. 1) may be met this Summer Term by taking any of the following courses: Training School 5, 7, 8, 9, Kindergarten 9, Education 9, 16.

The requirements of Education 11 may be met this Summer Term by taking any one of the following courses: Ed. 11, 19, 24, 25.

2. Senior College.

Ed. 18a, 18b, 18c—a total of 9 hours; and Sociology 4, 5, 6—a total of 6 hours. One of these courses in Biotics and one in Sociology must be taken in the third year for the degree of Master of Pedagogy (Pd.M.). All these courses must be taken for the degree of Bachelor of Arts (A.B.).



The Program by Periods

Catalog Designation	Description	Teacher	Room
7:40—8:40			
Orn. 7	Advanced Bird Study	Adams	L13
Geog. 5	Math. Geog. and Meteorology	Barker	L10
Biol. 2	Bionomics	Beardsley	303
Hist. 2	European History	Bullock	202
Kgt. 3	Kindergarten Theory (Demonstration with children)	Cannell	Tr. Sc.
Eng. 1	Grammar and Composition	Cross	108
Syc. 1	General Sycology	DeBusk	101
Math. 4	Analytical Geometry	Finley	304
Mu. 1	Public School Music	Fitz	203
Prep. 12	Rural School Geography	Hatch	209
Syc. 3	Educational Sycology	Heilman	103
Math. 10	Plane Geom. with High School Demonstration	Hill	212
Prep. 1	Arithmetic and Grammar	Keating	210
Germ. 1	Beginning German	Lister	102
Tr. Sc. 5	Primary Methods (Demonstration with Children)	Long	Tr. Sc.
Ed. 35g	Evolution of the Public School	Miller	100
Soc. 2	Principles of Sociology	Miller	208
Lat. 4	Terence and Plautus	Pitts	205
Fys. Ed. 41	Folk Dances, etc.	Schenck	6
Bk. Bdg. 1	Elementary Bookbinding	Shenck	G105
Ind. Arts 27	Rural School Industrial Arts	Shriber	201
Math. 8	Methods in Arithmetic	Shultis	Tr. Sch.
Biol. 1	Evolution	Snyder	104
Tr. Sc. 15	Story Telling, and Demonstration with Children	Statler	Tr. Sc.
Read. 2	Reading in the Grades	Tobey	114
Prep. 4	Fysiology and Sciences	Wiedmann	305
Dom. Sc. 3	Cooking for El. Schools	Wilkinson	5
8:50—9:50			
Chem. 1	Elementary Chemistry	Abbott	300
Biol. 2	Bionomics	Adams	301
Geog. 2	Fysiology	Barker	L10
Ed. 26	Prophylaxis, etc.	Beardsley	305

Hist. 7	Commercial Hist. of U. S.	Bullock	202
Kgt. 4	Kindergarten Theory	Cannell	Tr. Sc.
Eng. 6	H. S. Methods in English, with Demonstration Work	Cross	108
Syc. 2g	Advanst Sycology	DeBusk	101
Art. 32	Second Elementary	Ernesti	G201
Math. 10	College Algebra and H. S. Demonstration	Finley	304
Mu. 3	Kindergarten and Primary Music	Fitz	203
Ind. Arts 1 & 2	Woodwork	Hadden	G1
Geog. 2	Industrial and Commercial Geog.	Hatch	209
Syc. 4	Child-Study	Heilman	103
Prep. 6	Arithmaric and Grammar	Keating	210
Germ. 5	Intermediate German	Lister	102
Tr. Sc. 5	Primary Methods ,with Dem- onstration with Children	Long	Tr. Sc.
Ind. Arts 10	El. Mecanical Drawing	McCunniff	G100
Ind. Arts 11	Advanst Mec. Drawing	McCunniff	G100
Ed. 11	Principles of Education	Miller	100
Soc. 9g	Social Economics	Miller	208
Tr. Sch. 8	Fifth and Sixth Grade Meth- ods, with Demonstration with children	Mooney	Tr. Sc.
Lat. 1	Cicero	Pitts	205
Fys. Ed. 42	Playground Games	Schenck	6
Prep. 5	Reading, Riting and Spelling	Shultis	Tr. Sc.
Tr. Sc. 7	Third and Fourth Grade Methods, with Demonstra- tion	Statler	Tr. Sc.
Dom. Art 2	Textils	Wilkinson	L1
10:00—10:50			
Ed. 27	The General Lectures by Dr. Steiner, Dr. Schmucker, Dr. Suzzallo, Dr. Wyche, Mr. Garland and Dr. Hall.		200
11:00—12:00			
Gen. Sl. 1	General Siencie	Abbott	1
Geog. 4	Geology	Barker	L10
Eng. 1	Grammar and Composition	Barrett	301
Hist. 10	Government of Colorado	Bullock	202
Kgt. 9	Kindergarten and the Grades	Cannell	Tr.Sch.
Lib. 2	Library Reference Work	Carter	Lib.
Prep. 8	History and Civics	Cash	209
Eng. 15	Modern Plays	Cross	108
Art. 31	First Elementary	Ernesti	G201
Mu. 5	Supervision of Music, with Demonstration in H. S.	Fitz	203
Ind. Arts 3 & 6	Industrial Work in Elemen- tary Scools, Demonstra- tion with H. S. pupils	Hadden	G101
Syc. 3	Educational Sycology	Heilman	103
Ed. 19	Principles of H. S. Education	Hill	212
Ed. 24g	Administration	Keating	210
Ind. Arts 12 & 13	Arctitectural Drawing	McCunniff	G100
Soc. 3	Educational Sociology	Miller	208
Tr. Sc. 9	Seventh and Eighth Grade Methods, with Demonstra- tion	Mooney	Tr. Sc.
Span. 3	Advanst Spanish	Morgan	102
Latin 6	Methods with H. S. Demon- stration	Pitts	205
Bkbdg. 2	Intermediate Bookbinding	Shenck	G105

Ed. 25	Supervision of Rural Schools	Shriber	201
Read. 5	Dramatic Interpretation	Tobey	114
Prep. 7	Geography and Agriculture	Wiedmann	305
Dom. Si. 5	House Sanitation	Wilkinson	101

12:00—1:30

Noon Intermission

1:30—2:30

Fysics 6	High School Methods and Demonstration Class	Abbott	1
N. St. 1	Nature Study	Adams	301
Geog. 3	Economic Geog. and H. S. Demonstration	Barker	L10
Ed. 16	Principles of H. S. Teaching	Barrett	212
Bot. 1	Elementary Botany	Beardsley	303
Prep. 3	History and Civics	Cash	209
Eng. 16	The Novel	Cross	108
Syc. 3	Mental Pathology	DeBusk	101
Art 31	First Elementary	Ernesti	G201
Math. 8	College Algebra	Finley	304
Ind. Arts 8 & 9	Art Metal	Hadden	G5
Eng. 5	Upper Grade Methods	Hatch	202
Syc. 3	Educational Sycology	Hellman	103
Math. 12	Solid Geometry	Hill	208
Ed. 24	School Administration	Keating	210
French 1	Beginning French	Lister	202
Print. 1	Elementary Printing	McCunniff	G104
Ed. 23g	Research Work	Miller	100
Ed. 28g	Comparativ School Systems	Mooney	Tr. Sc.
Span. 1	Elementary Spanish	Morgan	205
Bkbgd. 1	Elementary Bookbinding	Shenck	G105
Ed. 9	Theory and Practis of Teaching	Shriber	201
Prep. 11	Civics	Shultis	Tr. Sc.
Read. 10	Oral Expression, and H. S. Demonstration	Tobey	114
Prep. 2	Geography and Agriculture	Wiedmann	305
Dom. Sc. 1	Elementary Cooking	Wilkinson	5

2:40—3:40

Fysics 4	Advanst Fysics	Abbott	1
Orn. 5	Bird Study, with H. S. Demonstration	Adams	301
Ed. 20g	High School Administration	Barrett	103
Ag. 1	Elementary Agriculture	Beardsley	305
Hist. 4	American History, with High School Demonstration	Bullock	202
Prep. 10	Grammar	Cash	209
Syc. 1	General Sycology	DeBusk	101
Art. 32	Second Elementary	Ernesti	G201
Math. 3	Plane Trigonometry	Finley	304
Mu. 2	Public School Music Methods	Fitz	203
Ind. Arts 19	Wood Turning	Hadden	G6
Geog. 1	Methods in Geography	Hatch	114
Prep. 13	History	Hill	208
Germ. 12	Advanst German	Lister	102
Print. 2	Intermediate Printing	McCunniff	G105
Ed. 31	Religious and Moral Ed.	Miller	100
Tr. Sc. 10	Curriculum of El. Schools	Mooney	Tr. Sc.
Span. 2	Intermediate Spanish	Morgan	108
Latin 5	Teachers' Training Course	Pitts	205
Bkbgd. 2	Intermediate Bookbinding	Shenck	G104
Ed. 25g	Rural School Administration	Shriber	201
Prep. 9	Arithmetic	Shultis	Tr. Sc.
Biot. 3	Genesis of Movements	Snyder	104

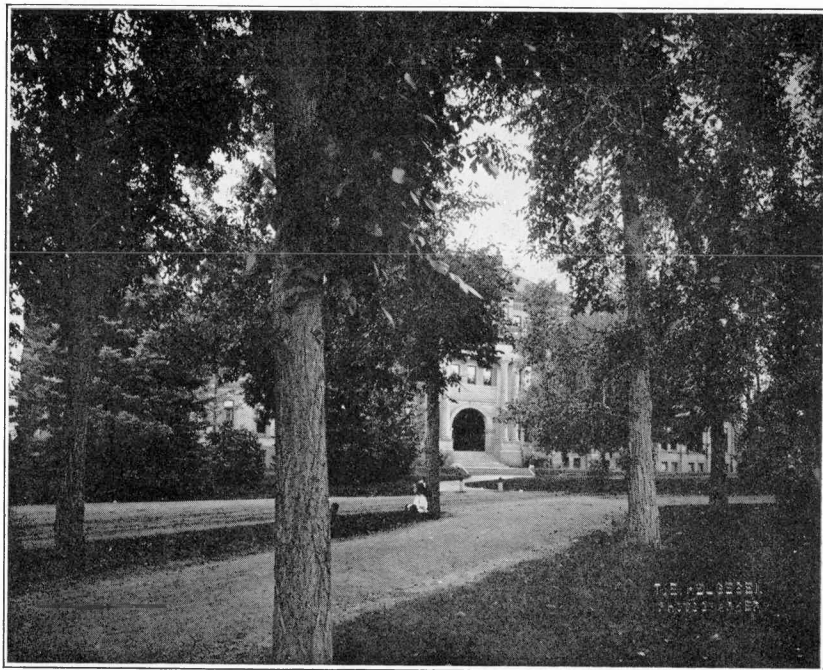
Chem. 1.	Chemistry and H. S. Demonstration	Wiedmann	300
3:50—4:50			
Fys. Ed. 4	Anthropometry, etc.	Schenck	6
Fys. Ed. 6	Swedish Gymnastics	Schenck	6
5:00—6:00			
Fys. Ed. 40	Outdoor Games	Schenck	6

TEACHERS' PROGRAMS.

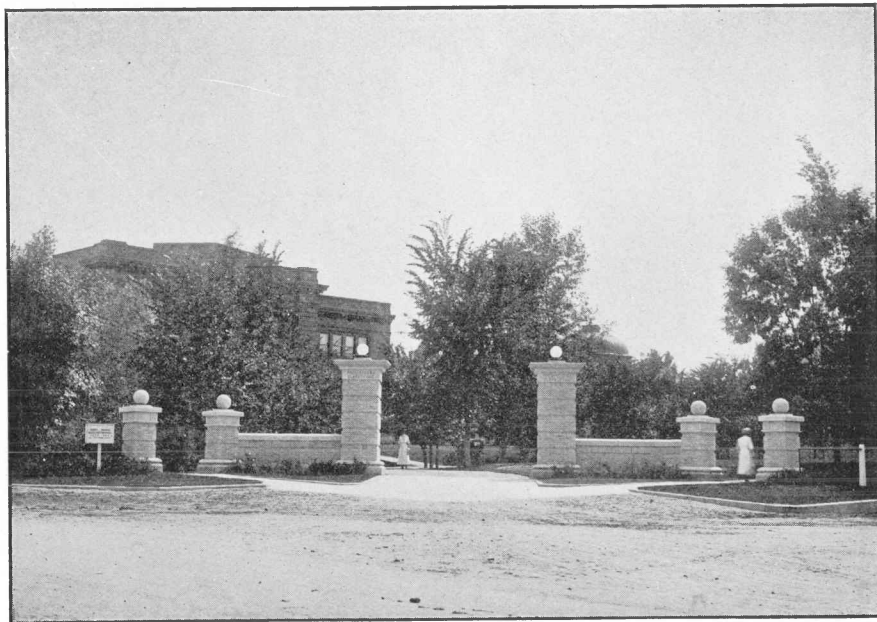
Hour.	Designation.	Description.	Room.
MR. ABBOTT.			
8:50	Chem. 1	Elementary Chemistry	300
11:00	Gen. Si. 1	General Science	1
1:30	Fys. 6	H. S. Meth. and Dem.	
2:40	Fys. 4	Advanst Fysics	1
MR. ADAMS.			
7:40	Orn. 7	Advanst Bird Study	L13
8:50	Biol. 2	Bionomics	301
1:30	N. St. 1	Nature Study	301
2:40	Orn. 5	Bird Study and H. S. Dem.	301
MR. BARKER.			
7:40	Geog. 5	Math., Geog. and Meterology	L10
8:50	Geog. 2	Fysiografy	L10
11:00	Geog. 4	Geology	L10
1:30	Geog. 3	Economic, Geog. and H. S. Dem.	L10
MR. BARRETT.			
7:40		High Scool Principal	214
8:50		High Scool Principal	214
11:00	Eng. 1	Grammar and Comp.	301
1:30	Ed. 16	Principles of H. S. Teaching	212
2:40	Ed. 20g	High Scool Administration	103
MR. BEARDSLEY.			
7:40	Biol. 2	Bionomics	303
8:50	Ed. 26	Hygiene, etc.	305
1:30	Bot. 1	Elementary Botany	303
2:40	Ag. 1	Elementary Agriculture	305
MR. BULLOCK.			
7:40	Hist. 2	European History	202
8:50	Hist. 7	Commercial Hist. of U. S.	202
11:00	Hist. 10	Government of Colorado	202
2:40	Hist. 4	Am. Hist. and H. S. Dem.	202
MISS CANNELL.			
7:40	Kgt. 3	Kindergarten Th. and Dem.	Tr. Sc.
8:50	Kgt. 4	Kindergarten Theory, and Demonstration	Tr. Sc.
11:00	Kgt. 9	Kindergarten and the Grades	Tr. Sc.
MR. CARTER.			
11:00	Lib. 2	Library Reference	Lib.
MR. CASH.			
7:40		Eng. History in the High Scool	
11:00	Prep. 8	History and Civics	209
1:30	Prep. 3	History and Civics	209
2:40	Prep. 10	Grammar	209
MR. CROSS.			
7:40	Eng. 1	Gram. and Comp.	108
8:50	Eng. 6	H. S. Meth. and Demonstration	108
11:00	Eng. 15	Modern Plays	108
1:30	Eng. 16	The Novel	108
MR. DE BUSK.			
7:40	Syc. 1	General Sycology	101
8:50	Syc. 2g	Advanst Sycology	101
1:30	Syc. 8	Mental Pathology	101
2:40	Syc. 1	General Sycology	101

MR. ERNESTI.				
	8:50	Art. 32	Secondary Elementary	G201
	11:00	Art 31	First Elementary	G201
	1:30	Art 31	First Elementary	G201
	2:40	Art 32	Secondary Elementary	G201
MR. FINLEY.				
	7:40	Math. 4	Analytical Geomstry	304
	8:50	Math. 10	Algebra and H. S. Dem.	304
	1:30	Math. 1	College Algebra	304
	2:40	Math. 3	Plane Trigonometry	304
MR. FITZ.				
	7:40	Music 1	Public Scool Music	203
	8:50	Music 3	Kgt. and Primary Music	203
	11:00	Music 5	Supervision, H. S. Demonstration	203
	2:40	Music 2	Public Scool Music Methods	203
MR. HADDEN.				
	8:50	Ind. Arts 1 & 2	Woodwork	G1
	11:00	Ind. Arts 3 & 6	Industrial and Dem.	G101
	1:30	Ind. Arts 8 & 9	Art Metal	G5
	2:40	Ind. Arts 19	Wood Turning	G6
MR. HATCH.				
	7:40	Prep. 12	Rural Scool Geografy	209
	8:50	Geog. 2	Physiografy	209
	1:30	Eng. 5	Upper Grade Methods in English	202
	2:40	Geog. 1	Public Scool Geografy	114
DR. HEILMAN.				
	7:40	Syc. 3	Education Sycology	103
	8:50	Syc. 4	Child Study	103
	11:00	Syc. 3	Educational Sycology	103
	1:30	Syc. 3	Educational Sycology	103
MR. HILL.				
	7:40	Math. 10	Geometry and H. S. Dem.	212
	11:00	Ed. 19	Prin. of H. S. Education	103
	1:30	Math. 12	Solid Geometry	208
	2:40	Prep. 13	History	210
MR. KEATING.				
	7:40	Prep. 1	Arith. and Grammar	210
	8:50	Prep. 6	Arith. and Grammar	210
	11:00	Ed. 24g	Administration	210
	1:30	Ed. 24	Scool Administration	210
MR. LISTER.				
	7:40	Germ. 1	Beginning German	102
	8:50	Germ. 5	Intermediate German	102
	1:30	French 1	Beginning French	102
	2:40	Germ. 12	Advanst German	102
MISS LONG.				
	7:40	Tr. Sc. 5	Primary Methods, and Dem.	Tr. Sc.
	8:50	Tr. Sc. 5	Primary Methods, and Dem.	Tr. Sc.
MR. McCUNNIFF.				
	8:50	Ind. Arts 10-11	Mecanical Drawing	G100
	11:00	Ind. Arts 12-13	Arctitectural Drawing	G100
	1:30	Print 1	Elementary Printing	G104
	2:40	Print 2	Intermediate Printing	G104
DR. I. E. MILLER.				
	7:40	Ed. 35g	Evolution of the Public Scool	100
	8:50	Ed. 11	Principles of Education	100
	1:30	Ed. 23g	Research Work	100
	2:40	Ed. 31	Religious and Moral Education	100
MR. G. R. MILLER.				
	7:40	Soc. 2	Principles of Sociology	208
	8:50	Soc. 9g	Social Economics	208
	11:00	Soc. 3	Educational Sociology	208

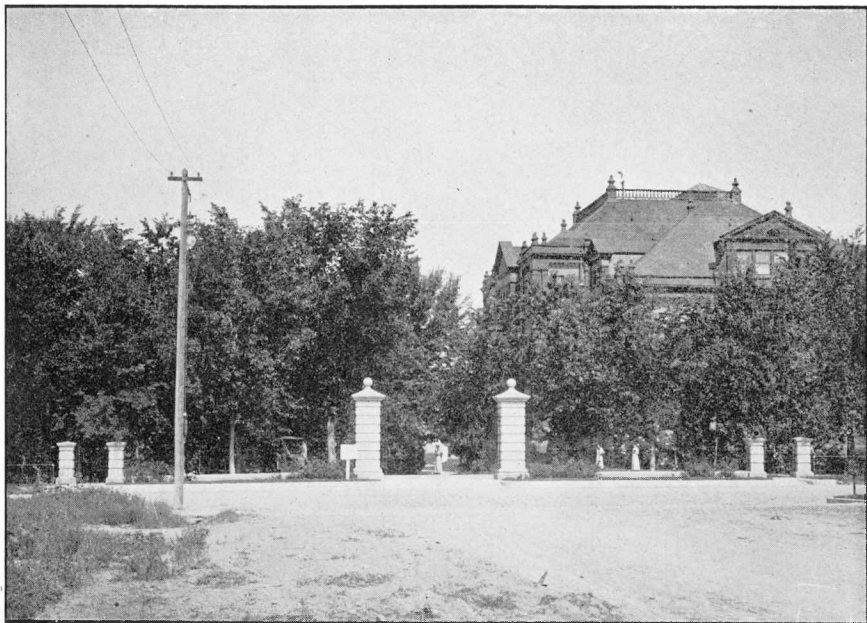
MR. MOONEY.			
8:50	Tr. Sch. 8	5th and 6th Grade Methods	Tr. Sch.
11:00	Tr. Sch. 9	7th and 8th Grade Methods	Tr. Sch.
1:30	Ed. 28g	Comparativ Scool Systems	Tr. Sch.
2:40	Tr. Sch. 10	Curriculum of El. Scools	Tr. Sch.
MR. MORGAN.			
7:40		10th Grade H. S. English	
11:00	Span. 3	Advanst Spanish	102
1:30	Span. 1	Beginning Spanish	205
2:40	Span. 2	Intermediate Spanish	108
MR. PITTS.			
7:40	Latin 4	Terence and Plautus	205
8:50	Latin 1	Cicero	205
11:00	Latin 6	Methods and H. S. Demonstration	205
2:40	Latin 5	Teachers' Training Course	205
MISS SCHENCK.			
7:40	Fys. Ed. 41	Folk Dances, etc.	6
8:50	Fys. Ed. 42	Playground Games	6
3:50	Fys. Ed. 4	Anthropometry	6
3:50	Fys. Ed. 6	Swedish Gymnastics	6
5:00	Fys. Ed. 40	Outdoor Games	6
MR. SHENCK.			
7:40	Bkbgd. 1	Elementary Bookbinding	G105
11:00	Bkbgd. 2	Intermediate Bookbinding	G105
1:30	Bkbgd. 1	Elementary Bookbinding	G105
2:40	Bkbgd. 2	Intermediate Bookbinding	G105
MR. SHRIBER.			
7:40	Ind. Arts 21	Industries for Rural Scools	201
11:00	Ed. 25	Supervision of Rural Scools	201
1:30	Ed. 9	Theory and Practis of Teaching	201
2:40	Ed. 25g	Rural Scool Administration	201
MR. SHULTIS.			
7:40	Math. 8	Methods in Arithmetic	Tr. Sc.
8:50	Prep. 5	Reading, Riting and Spelling	Tr. Sc.
1:30	Prep. 11	Civics	Tr. Sc.
2:40	Prep. 9	Arithmetic	Tr. Sc.
PRESIDENT SNYDER.			
7:40	Biot. 1	Evolution	104
2:40	Biot. 3	The Genesis of Movements	104
MISS STATLER.			
7:40	Tr. Sch. 15	Story Telling and Dem.	Tr. Sc.
8:50	Tr. Sch. 7	3d and 4th Grade Methods	Tr. Sc.
MISS TOBEY.			
7:40	Read. 2	Reading in the Grades	114
11:00	Read. 5	Dramatic Interpretation	114
1:30	Read. 10	H. S. Oral Expression, with Dem.	114
MR. WIEDMANN.			
7:40	Prep. 4	Fysiology and Siences	305
11:00	Prep. 7	Geografy and Agriculture	305
1:30	Prep. 2	Geografy and Agriculture	305
2:40	Chem. 1	Chemistry, and H. S. Dem.	300
MISS WILKINSON.			
7:40	Dom. Si. 3	Cooking for El. Scools	5
8:50	Dom. Art 2	Textils	L1
11:00	Dom. Si. 5	House Sanitation	101
1:30	Dom. Si. 1	Elementary Cooking	5



Entrance to Administration Bilding.



Northeast Gate.



West Entrance.



Entrance to Cranford Athletic Field.



The Walk, Seventeenth Street.



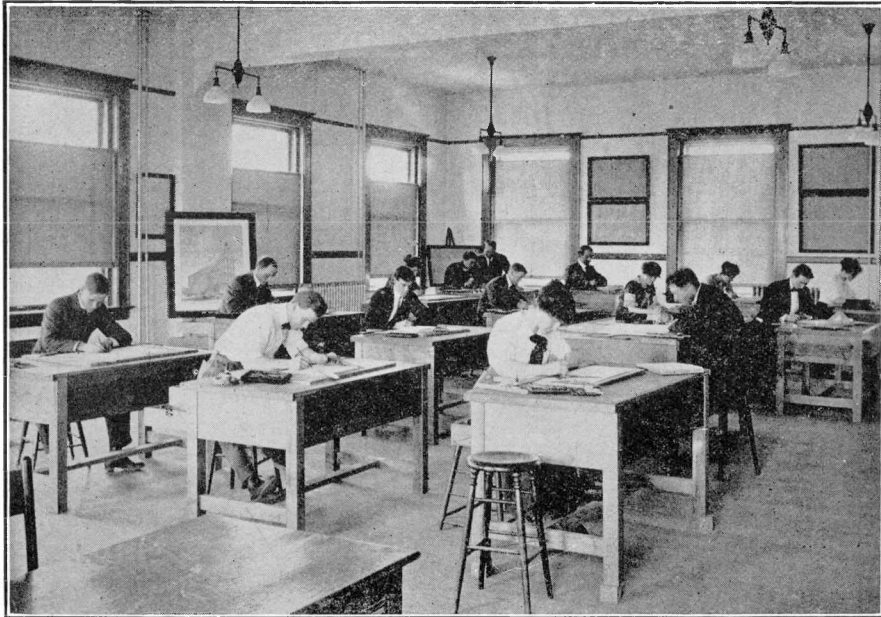
Ceramic Museum.



Main Art Hall.



Firing and Glazing Pottery.



Clas in Drafting.

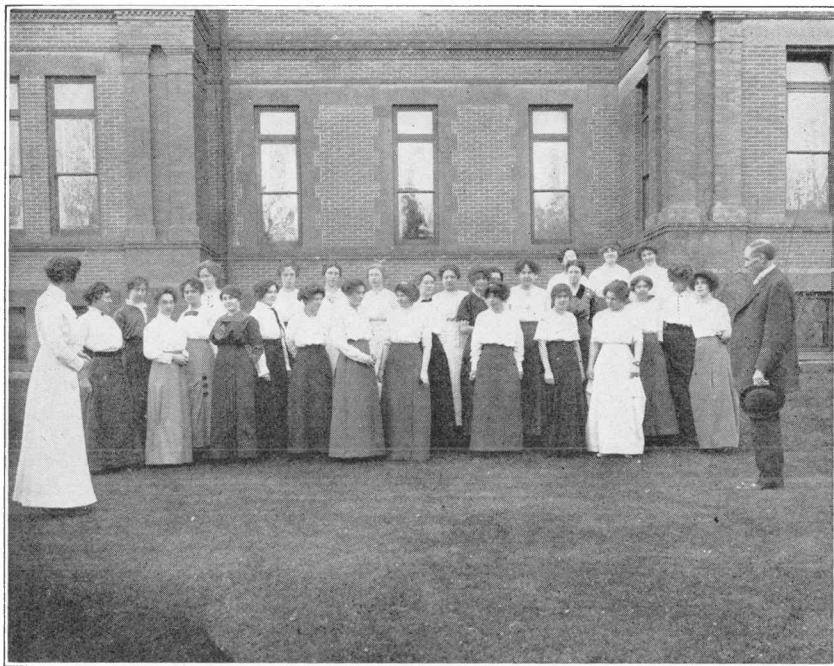
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.



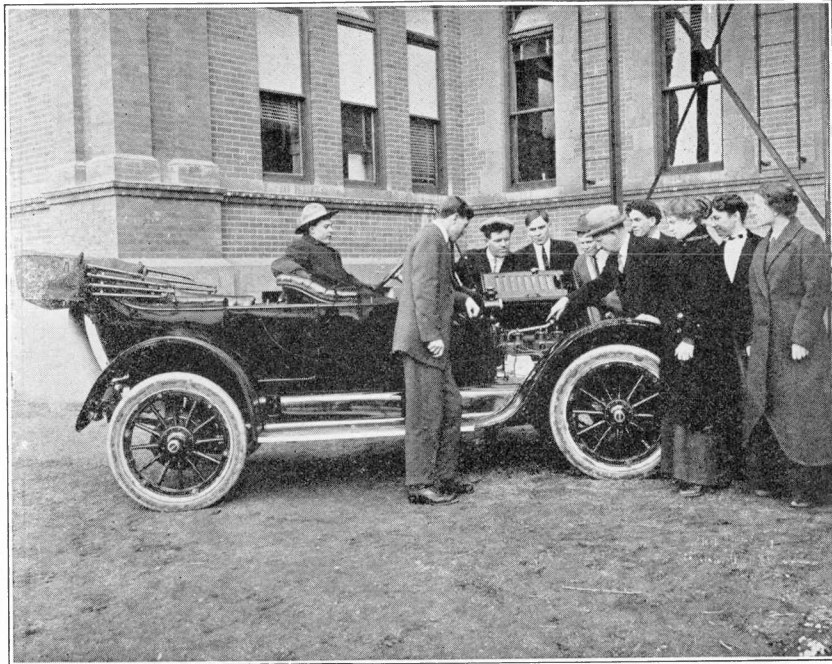
Domestic Science Dining Room.



Domestic Science—Class in Cooking.



Inspection of Gowns made by Domestic Science Clas.



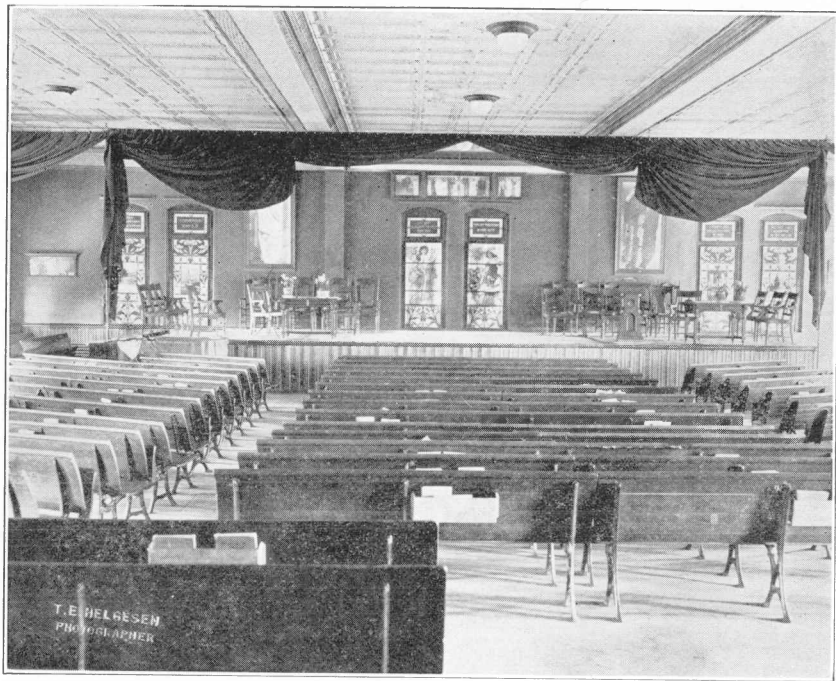
**Modern Fysics—Laboratory Method
Electrical Equipment of an Automobile**



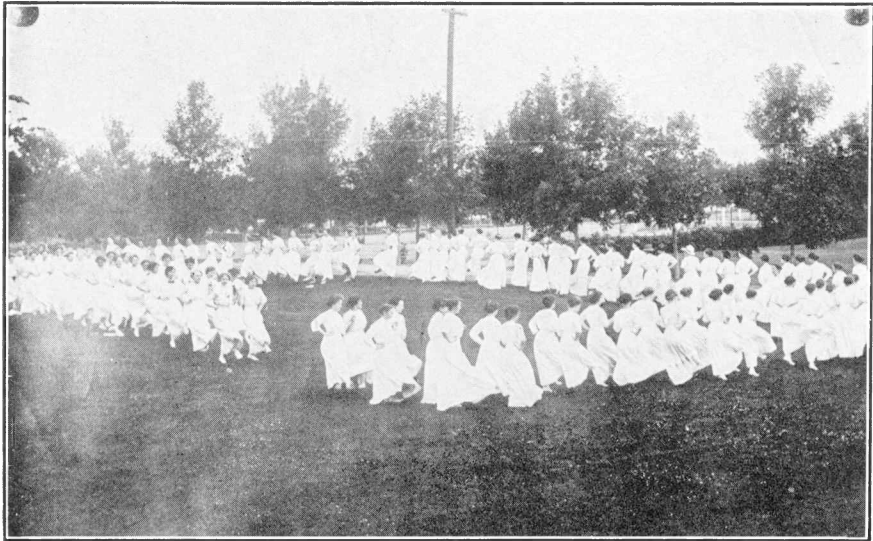
Clas in Fysical Education.



Kindergarten—Training School.



The Assembly Hall.



Folk Dancing.

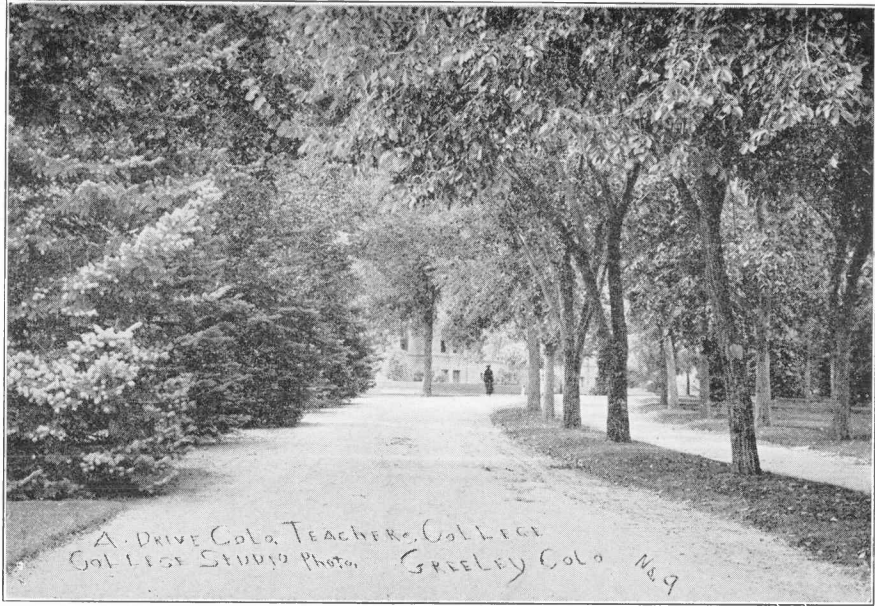


TO BE TAKEN FROM LIBRARY ST. COLO. TEACHERS COLLEGE GREELEY COLO.
GARDNER STUDIO PHOTO. No 13

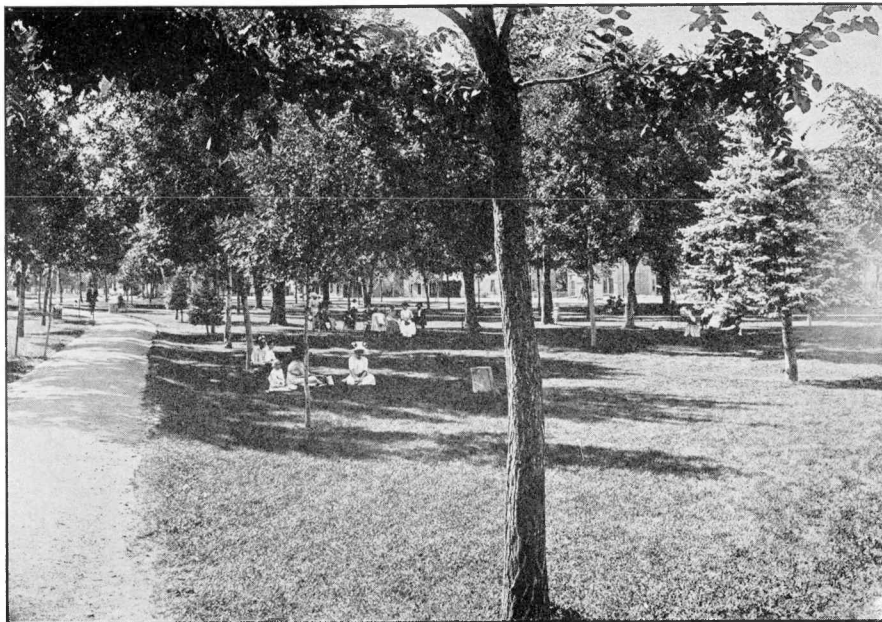
The Pool and Esplanade.



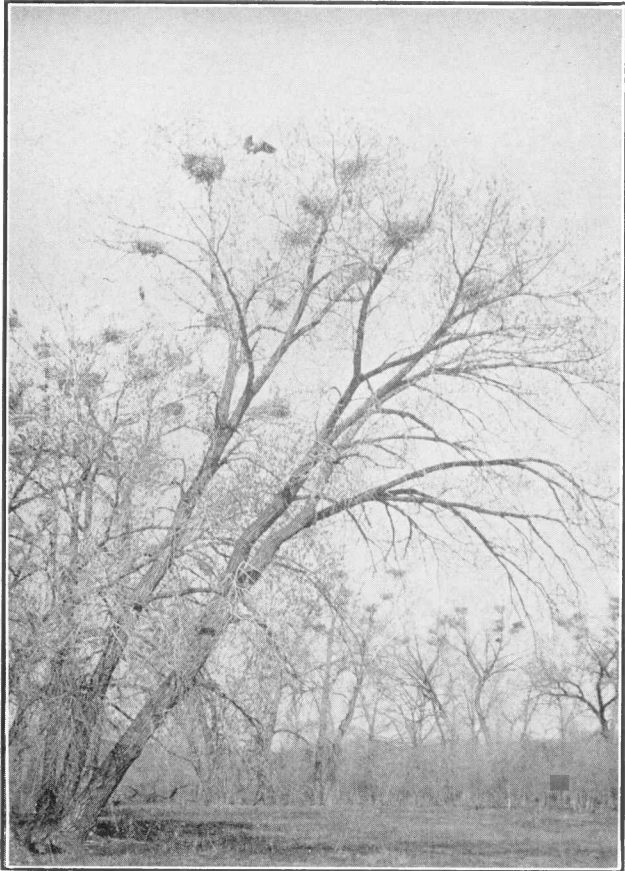
Campus Vue.



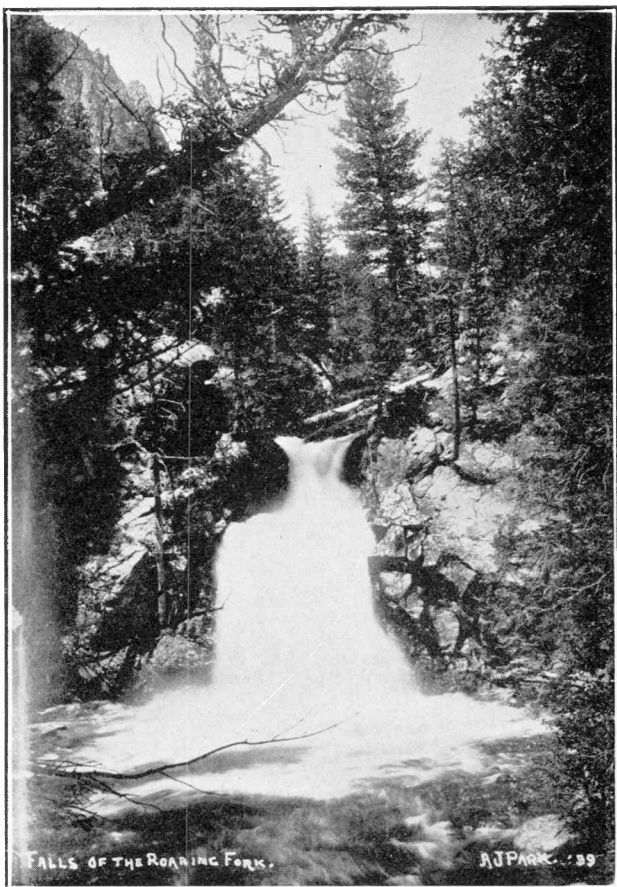
A Shady Approach to the College.



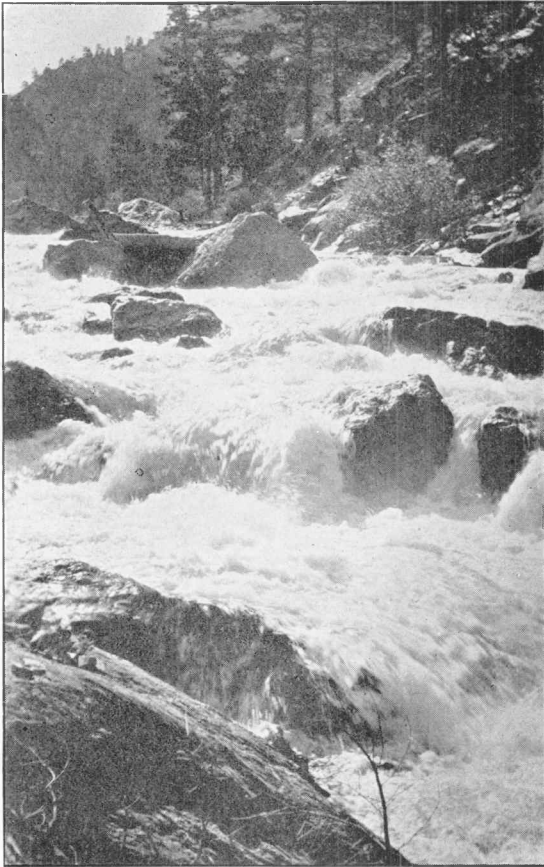
City Park, Greeley.



A Heronry Near Greeley.



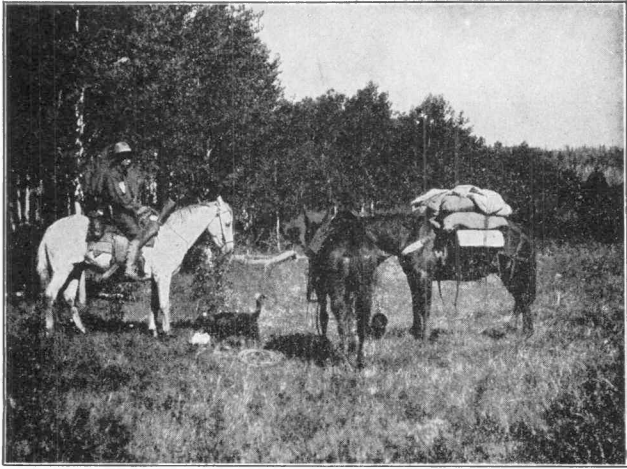
Falls of the Roaring Fork—Upper Poudre.



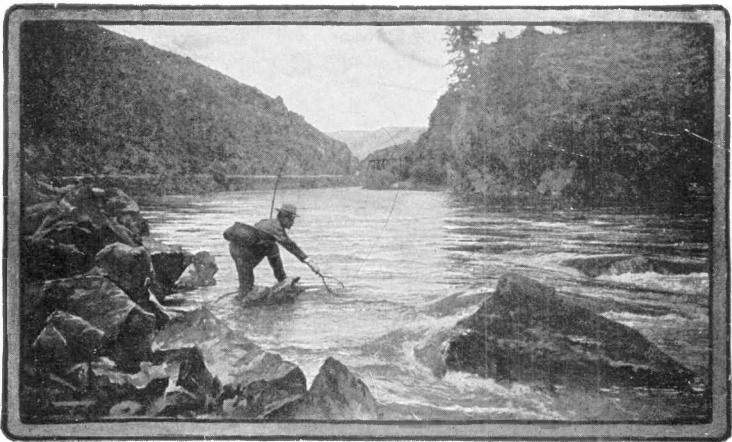
Source of the Water Supply.



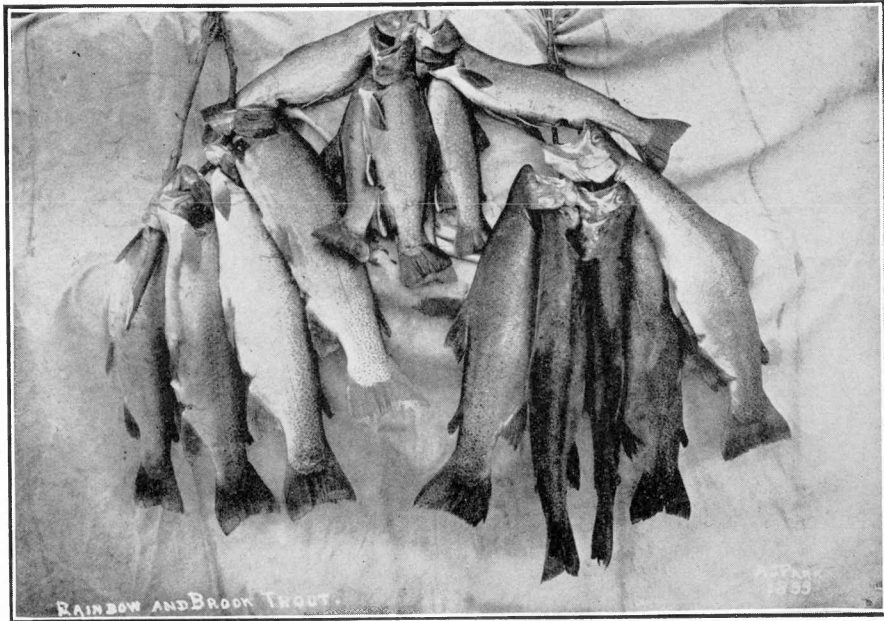
A Mountain View—One day from Greeley.



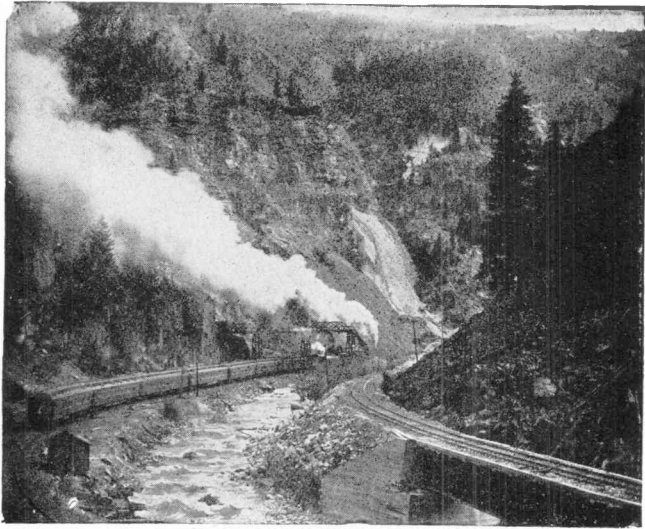
"Breaking Camp."



An Angler's Joy.



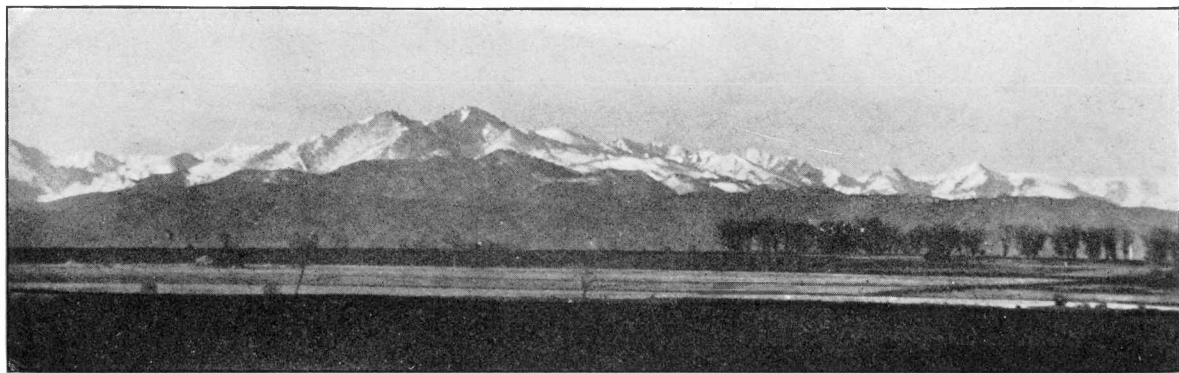
A Realization Up the Poudre.



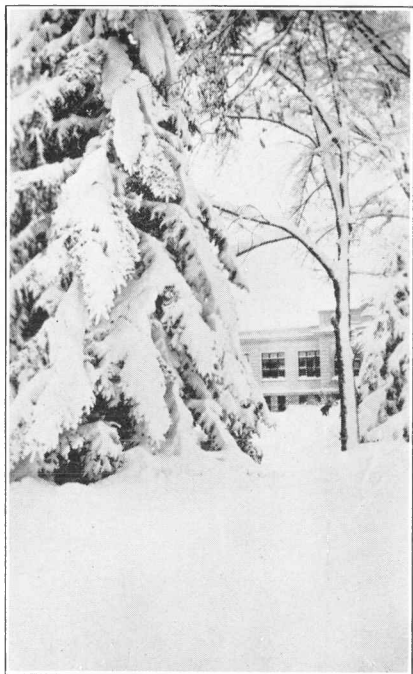
A Day From Greeley.



In the Mountains.



Long's Peak and the Range, From Greeley.



College
Snow
Scenes



Winter,
1914





