

The State Teachers College of Colorado

Bulletin of Graduate Work

Summer School June 15
to July 24, 1914.



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GREELEY, COLORADO

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A Bulletin of Information

CONCERNING

GRADUATE WORK

IN THE

State Teachers College
of Colorado

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LIBRARY AND FOUNTAIN

Introduction.

There never was a time when so much interest was taken in the preparation upon the part of educational people for their work. This interest is manifested from the kindergarten thru the grades, thru the high school and thru the higher institutions of learning. There is the thought, abiding feeling, professional spirit, and determination to keep in touch with the best that is modern, progressive, and safe. The teachers of Colorado, the Rocky Mountain region, and in the country at large are alert to this movement in the educational field.

No practical opportunity has yet been given to schoolmasters to do real, practical, extensive and intensive graduate work in a live situation that is functioning in accordance with modern reconstruction in education. The teachers of Colorado are keenly appreciative of the fact that a positive reconstruction is going on in the management, control and conduct of the schools of the country, and particularly in the State of Colorado.

To this end The State Teachers College of Colorado has initiated, organized, and is expanding and improving the lines of graduate work to meet the demands upon it by the profession of teaching and the educational people from different parts of the State of Colorado, and from other States of the Union. Owing to the pressure of the demand a temporary organization of graduate work was effected at the beginning of the Summer Term of 1913 under the direction of a special committee. Interest in graduate work in connection with the State Teachers College has grown so rapidly that there are now enrolled in this department twenty-one students, three of whom will take the degree of Master of Arts in Education this spring. A permanent organization of graduate work has now been effected under the Deanship of Dr. Irving E. Miller.

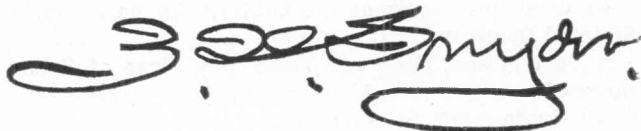
It is the intention of the management of the State Teachers College of Colorado to give those people who are seeking to do graduate work the widest, richest, and ripest opportunity for growth and expansion along the lines in which they elect to take their work.

In order to realize on this idea the able faculty is drawn upon in the development and realization of this work in the

various departments, together with non-resident teachers and educational men of national renown and standing. These non-resident teachers and lecturers will be gathered here at the State Teachers College of Colorado during the summer term to help develop these courses in graduate work in the domain of education.

Hence the institution presents for the attention and consideration of the educational men and women of the state and of the Rocky Mountain region and of the country this opportunity for the professional improvement for service in the various fields of educational endeavor. It will give an opportunity for general scholarship, an opportunity for professional inspiration and enlargement, and an opportunity for the realization of the ideals and theories of education and their application in teaching in the Training School, in respect to management, organization of the curriculum, and the presentation of requirements in modern education.

Yours truly,

A handwritten signature in cursive script, appearing to read "J. B. Snyder". The signature is written in dark ink and is positioned above the printed name of the signatory.

President of the College.

General Plan of Work for the Degree of Master of Arts in Education.

GENERAL REQUIREMENTS.

1. Residence.

One year of work in residence at the College in advance of the requirements for the A. B. degree. This is three terms of work beyond a four year college course. It is preferable that the Master's work be done in three consecutive terms. Students may, however, satisfy the residence requirement by attendance for three summer terms under the conditions specified below.

2. Units of Work.

A year's work shall be interpreted as sixty (60) term-hours. Forty-eight hours credit will be given for graduate courses pursued and twelve (12) hours credit for the Master's thesis which is required. Twenty (20) hours credit per term is the maximum, inclusive of the research involved in the thesis requirement.

3. Special Interpretation of Graduate Work in Summer Term.

Graduate students shall receive for each graduate course pursued in the Summer Term a credit of three (3) hours, twelve (12) hours being the maximum credit per summer term, inclusive of research work in connection with the thesis. In the three Summer Terms of residence work the student may earn thirty-six (36) hours credit; the remaining twenty-four (24) hours may be earned in non-residence in the intervals between Summer Terms. This organization of the work for students who cannot attend for one year of three consecutive terms is regarded as preferable to the distribution of the work through four or five summer terms. In fact, the extension of the work through a longer period than that of three years is regarded as highly undesirable, on account of the lack of continuity and intensiveness in the character of the work done. If the work is not completed within three years, new conditions may be imposed upon the candidates or the old conditions may be modified.

4. The Nature of Graduate Work.

- (1) It shall be in professional lines of work.

In keeping with our function as a Teachers College, graduate work shall be confined to professional lines of work.

- (2) It shall represent specialization and intensiv work.

As soon after enrollment as possible, the graduate student shall focus attention upon some specific problem which shall serve as the center for the organization of his year's work, including courses to be taken and special investigations to be conducted. **No graduate credit will be given for scattered and unrelated courses.**

- (3) Provision for reserch work in any department.

The graduate student is permitted to choose his thesis subject and to carry on his special reserch in any department, in so far as the department in question offers facilities for theoretic and professional work relativ to the problems of teaching and of education. When this department has been drawn upon for all the available advanst courses relevant to the problem in hand, the work of the student will be reenforst by the selection of approvu courses from the departments of Education, Sycology, Training Scool, Special Methods, and Sociology.

- (4) Thesis.

Reserch work culminating in the writing of a thesis upon some vital problem of education shall be an integral part of the work for the Master's degree. The problem of the thesis should form the correlating center of all the courses pursued.

The thesis, as a rule, should give the origin, growth, and development of the problem. It should contain a resume of all the significant contributions that have been made toward its solution, and it should bring the status of the problem up to date. It should have that degree of detail and completeness which will make it authoritativ for another who wishes to know the history and present status of the problem in question. It is not essential to the

Master's thesis that an original contribution be made, but in many cases this is both desirable and possible. In this matter much will depend on the nature of the problem.

(5) Breadth and range of professional outlook.

In addition to the intensive and specialized work which is required of candidates for the Master's degree, they are expected to show familiarity with the fundamentals of professional work over a wide range. The examiners will feel free to test candidates in this respect even if they have pursued no courses with the intent of covering the whole field. To indicate roughly what is meant by this requirement, the field in question is that suggested by the following list of books or their equivalent. Candidates for the Master's degree should supplement their special work by reading along these lines. The list of readings is only suggestive and is more or less in the nature of a minimum in the matter of fundamentals.

Biological.—Thomson, Darwinism and Human Life; or Snute, Organic Evolution; or Conn, Method of Evolution.

Psychological.—Ebbinghaus, Psychology; or Angell, Psychology; or Pillsbury, The Essentials of Psychology.

Child Study.—Tanner, The Child; or Kirkpatrick, The Individual in the Making.

Functional Point of View.—Miller, Psychology of Thinking; and McMurry, How to Study.

General Method.—Charters, Methods of Teaching; or Strayer, A Brief Course in the Teaching Process.

Principles of Education.—Ruediger, Principles of Education; or Bolton, Principles of Education.

Historical.—Graves, History of Education in Modern Times; or Parker, History of Modern Elementary Education; or Monroe, Brief Course in the History of Education; or Kemp, History of Education.

Social.—Perry, Wider Use of the School Plant; or King, Social Aspects of Education.

Industrial.—Kerschensteiner, Education for Citizenship; or Leavitt, Examples of Industrial Education.

Vocational Guidance.—Bloomfield, Vocational Guidance of Youth; or Puffer, Vocational Guidance.

(6) Final examination upon the whole course.

There will be a final examination, oral or ritten, upon the whole course. An oral examination of two hours duration is customary. This examination will cover the folloing ground: (a) The field of the thesis and special reserch, including topics closely related thereto; (b) The field covered by the special courses taken by the candidate; (c) The general field of Sycology and Education in the matters of fundamental knoledge and of common interest, as suggested in (5) above.

GENERAL REGULATIONS

1. All graduate students must register with the Dean of Graduate work. All courses taken, both resident and non-resident, must be approved by him **in advance**.

2. No graduate student may enroll for more than twenty (20) hours work in any regular term, nor for more than four courses, of a total credit value of twelve (12) hours in the Summer Term. This regulation is essential to the maintenance of the standard of intensiv work for the Master's degree. In determining the maximum amount of work permitted, reserch upon the thesis topic must be included within the limit stated. To this end, **the student doing reserch work upon his thesis topic must enroll for the same.**

3. In order that the standard of intensiv and specialized work for the Master's degree may be maintained, **no graduate credit will be given for elementary courses, for scatterd and unrelated courses, for public platform lectures or public plat-form lecture courses, for courses in which the element of rou-tine is large as compared with the theoretical and professional aspects.**

4. The courses which may be taken for graduate credit must be of an advanced character, requiring intensive study and specialization. Certain approved courses in the Senior College may be pursued for graduate credit; but, when so taken, the character of the work done and the amount of ground to be covered must be judged by a higher standard than that which applies to the regular Senior College student. The standard of intensive work set for the graduate student must be maintained even if special additional assignments have to be made to the graduate student who works side by side with the Senior College student.

5. Satisfactory teaching experience shall be regarded as a prerequisite to graduation with the Master's degree. Teaching in some department of the College or its Training School may, under certain conditions, be included in the graduate work of candidates for the Master of Arts degree. **Routine teaching will not be recognized for graduate credit. Mere experience in the practical activities of teaching is not adequate.** When graduate credit is given to teaching, this work must be of an advanced character, so organized, controlled, and supervised as to yield some scientific result, assist in the solution of some educational problem, have some definite constructive value, or insure some decided growth of the teacher in the scholarship of the subject or professional insight into its value and problems.

6. The thesis subject of the graduate student must be approved **in advance** by the Dean of Graduate Work and by the Head of the Department concerned. Before the degree is conferred the thesis as a whole, and in detail, must be approved by the Head of the Department or the Instructor under whose direction the thesis work has been done and also by the Dean of Graduate Work. Also three (3) typewritten copies of the thesis must be placed on file with the Dean of Graduate Work, one copy of which he shall place in the Library for permanent reference.

7. Before the candidate for the Master of Arts degree is admitted to final examination the thesis requirement must be met in full, or the thesis must be in such a state of readiness that only minor reconstructions need to be made which will not delay its being put in final typewritten form for filing before the end of the term in which graduation falls.

8. The final examination will be presided over by the Dean of Graduate Work and conducted by the Hed of the Department in which the candidate has done the main part of his work. All other members of the faculty under whom the candidate has taken courses counting toward the Master's degree shall be given an opportunity to participate in the examination. An official visitor, or official visitors, from outside the Department in which the candidate has specialized shall be appointed to attend the examination.

Directions as to the Form of the Thesis.

Students submitting theses, should present them in typewritten form, upon paper of good quality, of customary size ($8\frac{1}{2} \times 11$), leaving a margin at the left adequate for binding—fifteen points by the typewriter, twenty if the manuscript is thick. One copy of the thesis will be bound for the library by our bindery at the student's expense.

A title page should be prepared containing in neat lettering at the top the name of the institution THE STATE TEACHERS COLLEGE OF COLORADO; below this at some distance the title of the thesis, about the middle of the page the statement, A THESIS SUBMITTED IN CANDIDACY FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION, at a lower level of the page the author's name, and at the bottom the address, and the year.

All theses should contain a brief analysis or table of contents at the beginning, should give footnote references to literature quoted, and should contain at the end a bibliography of the literature of their subject. In giving references and bibliographic material, the customary form of publishing houses should be used, which is quite uniformly that of the author first, followed by title, and in case of magazine references, this by title of magazine, volume or date, and page.

Graduate Courses.

IRVING E. MILLER, Ph. D., Dean of Graduate Work.

The organization of our graduate work is on the basis of specialization for every individual and the selection of courses that correlate as fully as possible with the student's

main problem. Consequently no list of graduate courses can be designated fully in advance. What we are willing to do and are prepared to do in the matter of graduate courses can be gathered from the lines of work actually covered that are enumerated below. New courses will be developed another year to meet new needs.

**GRADUATE COURSES PURSUED DURING THE YEAR
1913-1914.**

1. Biology (Educational)	Mr. Beardsley
2. Teaching of Biology	Mr. Beardsley
3. Teaching of Hygiene	Mr. Beardsley
4. High School Problems	Mr. Brady
5. Teaching of Current Civics	Mr. Bullock
6. Teaching of English in High School (3 terms)	Mr. Cross
7. Research in Methods of High School English (3 terms)	Mr. Cross
8. Advanced Psychology	Mr. DeBusk
9. Mental Pathology	Mr. DeBusk
10. Child Study	Dr. Heilman
11. Research in Sex Hygiene (3 terms)	Dr. Heilman
12. Research in Elementary School Curriculum (3 terms)	Mr. Hugh
13. Elementary School Supervision (3 terms)	Mr. Hugh
14. Advanced courses in Sociology (3 terms)	Mr. G. R. Miller
15. Research in Sociology (3 terms)	Mr. G. R. Miller
16. Evolution of Western Thought (3 terms)	Dr. I. E. Miller
17. Principles of Education. Advanced Course	Dr. I. E. Miller
18. Educational Philosophy of Dewey and Hall	Dr. I. E. Miller
19. Psychology of Religious Education	Dr. I. E. Miller
20. Research in Current Educational Activities	Dr. I. E. Miller
21. Research in Industrial and Agricultural Education (3 terms)	Dr. I. E. Miller
22. Research in Botany	Dr. Snyder

SPECIAL GRADUATE COURSES FOR THE SUMMER TERM OF 1914.

In view of the large interest taken in graduate work thus far, it has seemd advisable to offer a series of **special graduate courses** for the Summer Term of 1914, distributed thru all the periods of the scool day. In addition to these, all **advanst** courses in all the departments of the College are open to graduate students **in so far as they lie within the field of their specialization**. All candidates for the degree of Master of Arts in Education must do specialised and intensiv work, in which all courses pursued ar focust upon a definit field or ar closely correlated with a special vocational need.

All graduate students wil register with the Dean of Graduate Work, who wil assist them to select and correlate their studies with reference to the unity of their entire course. We wish to put at the disposal of every graduate student every facility which the College affords in every department of its work in the solution of his special problem. Where the regular courses offerd do not adequately meet the needs of the student, we shal organize special and individual conferences with the teachers of our regular staf and also with the special lecturers of the Summer Term to render added assistance to the reserch student.

It is considered advisable for the present to designate some one course as a common unit of work which shal bring all graduate students together into one class. For the Summer Term of 1914, Education 35 g. has been selected for this purpose. It wil be made broad enuf in its scope to be of interest to all, and the method of conducting the work of the course wil be such as to permit every student to do some line of reserch work that wil correlate with his special problem or vocational interest.

Ed. 35 g. Evolution of Public Education. Graduate. Electiv.

This course wil take up the origin, growth, and development of the public scool idea in its relation to the growth and expansion of civilization. The public scool movement wil be interpreted in relation to the progres of political, sientific, religius, social, and general culture conditions. Account wil be taken of the worldwide trends of thought in their bearing

on the progres of education and the determination of its characteristic ideals, aims, and practices. Recent movements for the extension of the social servis of the scool wil be discust as fazes of the growth of the world-movement toward democracy, involving the conception of education as a fundamental public function. 7:40.

Dr. Irving E. Miller.

Psy. 2 g. The Sycology of Larning. Graduate. Electiv.

This is a course designd to assist principals, supervisors, and superintendents in the work of mesuring the efficiency of teaching and in the training of teachers in servis to higher standards of efficiency. To this end the course wil aim to define and clarify standards of judgment of adequate larning and to discus practical tests in the efficiency of instruction. Experimental literature on the subject of the larning proces wil be reviewed with special reference to making clear both the tecnic of experimentation and the applications of the results to the work of the scool. 8:50.

Mr. DeBusk.

Soc. 9 g. Social Economics. Graduate. Electiv.

A study of some of our greater national reform problems. The course wil cover topics such as folloing: (1) Inequality and its causes, (2) Economic inheritance, (3) Trades unions, in Europe and America—effect on social progres, (4) Labor legislation and labor hours, the unemployd and the unemployable, (5) Some agencies for industrial peace: profit sharing, welfare arrangements, sliding scales, and arbitration, (6) Public ownership and public control, (7) Socialism, (8) Taxation. 8:50.

Mr. G. R. Miller.

Ed. 25 g. Administrative and Social Aspects of Education. Graduate Course. Elective.

This is an advanst course in administration and supervision that deals with the problems of superintendents and supervisors in cities of 5,000 and over in population. It wil include the discussion of problems such as the folloing: determining standards of attainment for the varius grades and in the varius subjects of study; modes of mesuring the efficiency of instruction in general and of the individual teacher; meth-

ods of stimulating, instructing, and training teachers in service; economic and effective modes of classifying, grading, and promoting pupils; school sanitation, school architecture, and the general care of the school plant; the wider social use of the school property; comparison of American and European courses of study. 11:00.

Superintendent J. F. Keating.

Ed. 28 g. **Comparative Study of School Systems.** Graduate. Elective.

The study of European systems of education, particularly German, French, and English, will be made for the sake of a comparative basis and the suggestions that they furnish as to the current problems in American school administration. 1:00.

Mr. Mooney.

Ed. 23 g. **Research Course.** Graduate. Elective.

This course is designed to meet the needs of all who register for thesis work in the Summer Term. In whatever department the thesis work is being done, the student will register for this course. The Dean of Graduate Work will cooperate with the professor under whose general direction the research falls in placing at the disposal of the student all the research and conference opportunities that the institution affords. In this connection conferences will be arranged both with the regular members of our faculty who can be of assistance to the research student and also with the various non-resident members who are with us in the Summer and who may be specialists along the line of the research student's problem. 1:00.

Dr. Irving E. Miller.

Ed. 20 g. **High School Administration.** Graduate Course. Elective.

A course dealing with the organization and management of high schools. It will emphasize the function, training, and qualifications of high school teachers; courses of study needed in the modern high school; social needs of high school pupils and how to meet them; problems of discipline and control; necessary equipment; special classes; correlation of studies; new kinds of subject matter; new problems for scientific study, etc. 2:50.

Principal Harry M. Barrett.

Ed. 25 g. **Administration of Rural Schools.** Graduate. Electiv.

This is an advanced course in the study of rural education which aims to meet the needs of county superintendents, supervisors, and others interested in special problems of rural life, both on their social and their educational sides. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education, such as the work of the agricultural high school, cooperation of the agricultural colleges, of the U. S. Department of Agriculture, and other agricultural agencies with the country schools; forward movements in legislation as they affect the life of the farm and the education of country children. 2:50.

Superintendent Shriber.

Fees for Graduate Courses.

Fees for graduate courses in the Summer Term will be on the same basis as fees for all other courses. In the regular school year, and for that part of the work which may be done in non-residence the fees are fixed at one dollar (\$1.00) for each term hour of credit. This would mean that for a course in which recitations occur five times a week for one term the fees would be five dollars (\$5.00); for four such courses the fees would be twenty dollars (\$20.00). Students doing graduate work should expect to buy some of the books which they need. The binding of the thesis required for filing in the library will be charged to the student at cost.

All correspondence relative to graduate work should be addressed to The State Teachers College, Greeley, Colorado.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Colo.

GRADUATE STUDENTS.

At the present time there are twenty-one students listed as doing, or as having done, graduate work since June, 1913. Eleven have been admitted to candidacy for the degree of Master of Arts in Education, that is, they have selected thesis subjects which have been approved and the unity of their year's work has been determined.

Candidates for the Master's Degree June 4, 1914.

Burgin, William G.....	Columbus, Miss.
Lowrey, Mrs. Mary.....	Boulder
Moseley, Frank Y.....	Greeley

Candidates for the Master's Degree July 24, 1914.

Hewitt, Paul J.....	Greeley
Hibner, D. M.....	Safford, Ariz.
Richardson, Etta.....	Greeley
Shultis, Frank W.....	Greeley

Others Admitted to Candidacy for the Master's Degree.

Gillmore, W. B.....	Leadville
Ruland, Grant.....	Gunnison
Sibley, Mrs. Belle B.....	Greeley
Ward, Daniel.....	Rocky Ford