

The State Teachers College of Colorado

BULLETIN OF THE
Rural School Department
AND
Teachers College Preparatory
Department

SUMMER TERM
1914



Summer Term June 15
to July 24, 1914.



BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

SERIES XIII

APRIL, 1914

NO. 6

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

THE STATE TEACHERS COLLEGE
OF COLORADO

BULLETIN OF THE
Rural School Department
AND
Teachers College Preparatory
Department



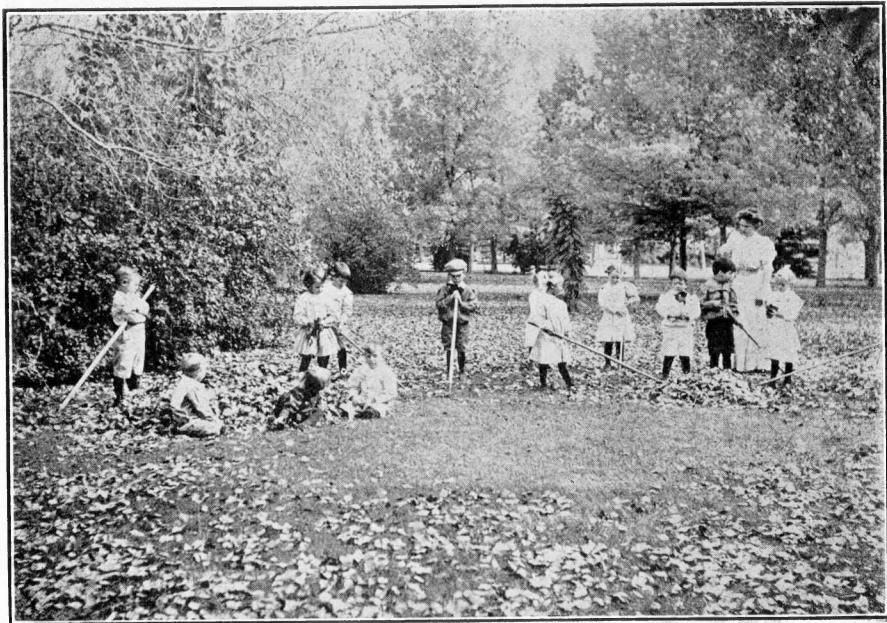
Summer Term Opens June 15 and
Closes July 24, 1914

GREELEY, COLORADO

SIMPLIFIED SPELLING



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



SCOOOL GARDEN

I. The Summer Term, 1914.

THE CALENDAR

June 15—Monday, Registration Day for the Summer Term.

June 16—Tuesday, Recitations begin.

July 24—Friday, the Summer Term closes.

Sept. 8—Tuesday, Registration for the Fall Term.

Sept. 9.—Wednesday, Recitations for the Fall Term begin.

SUMMER SCOOLO COMMITTEE

Dean James H. Hays

Dean G. R. Miller

Prof. W. B. Mooney, Scool Visitor

Rural Scool Department

J. H. SHRIBER, Director
County Superintendent of Scools, Boulder County, Colorado

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 wil find helpful in their daily work. All courses that ar offerd wil be taut by specialists who not only kno the rural scool teacher's problem from the standpoint of theory, but who kno 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 attained a mesure of succes in solving them is a very unwise thing for any person to do.

Dr. Monahan of the Bureau of Education at Washington wil be with us the week beginning July 13. That week wil 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 Country 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 hav 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 stand-

point of method as well as subject matter for those who feel the need of such reviews of the elementary subjects. These will be so organized that the teacher can take as many of them as she desires to take.

EDUCATION.

Ed. 9. Theory and Practice of Teaching.

(This course may be taken as a substitute for the required course Ed. 1.)

This course will include some of the simpler principles of psychology which have a bearing on attention, discipline, the learning process, etc.; discussion of the organization, government, management, program and teaching of a country school.
Superintendent Shriver.

Ed. 25. Supervision of Rural Schools. Junior College and Senior College. Elective.

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

Superintendent Shriver.
Doctor Monahan.

Ed. 25 g. Administration of Rural Schools. Graduate. Elective.

This is an advanced course in the study of Rural Education which aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of country life, both on their social and 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 cuntry children.

Superintendent Shriber.

Doctor Monahan.

Tr. Sch. 5. Primary Methods.

The course is based on the needs of the child between the ages of six and ten years inclusiv. This course leads up to the selection of subject-matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools, for example, Chicago, New York, Boston, Denver, and our own Training School, is made. The latest and most scientifiic articles on primary methods ar red and discust. The special didactics of subject-matter for the lower grades ar workt out; and many devices for teaching beginning reading, fonics, rythm, spelling, songs, dramatization of stories, multiplication tables, and blackboard illustrating ar given.

Miss Long.

Tr. Sch. 7. Methods. Grades 3 and 4.

The course wil consist of (1) a brief revue of the developement and needs of the child between the ages of seven and ten; (2) discussions of the courses of study found in our 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.

Miss Statler.

Tr. Sch. 9. Upper Grade Methods.

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

Mr. Mooney.

Tr. Sch. 15. Story Telling.

The art of story telling will be emphasized in this course. The folloing outline suggests the scope of the material:

Nursery Rhymes, Folk Tales, Fables, Fairy Tales, Nature Stories, Mother Stories, Stories of Children of Foreign Lands, Epic Tales, Hero Tales, Historical Stories. Miss Statler.

DOMESTIC SCIENCE

1. Elementary Cooking and Food Study. Junior College.

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

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 food stuffs. 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.

COURSES IN MANUAL TRAINING.

1. Junior College Elementary Woodwork. This course is for beginners, and is designed to give a general knowledge of woods, a fair degree of skill in using wood-working tools, and an acquaintance with the underlying principles of manual training. It also includes mechanical and freehand drawing in their application to constructive design and decoration.

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

The aim is to create objects of artistic worth.

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

21. Rural Arts-Crafts. In this course is given Art for the Rural School, six lessons by Prof. Ernesti; wood work and other forms of handicraft for rural schools, six lessons by Prof. Hadden; domestic science for the rural schools, six lessons by Miss Wilkinson; music for the rural schools, six lessons by Prof. Fitz. Superintendent Shriber will give six lessons on the best methods of incorporating the four subjects given here into the rural school program.

ENGLISH.

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

PHYSICAL EDUCATION.

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.

ART.

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.

MUSIC.

1. Public School Music. Junior College. First year. The following subjects are included in the technical part of this course:

Rhythm, intonation, expression, form, motion, and sight reading. Planned for beginners and those who wish to become more proficient in reading music.

BIOLOGY.

2. 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 disease and the methods of its prevention. Pains will be taken to throw the stress upon those things which it is possible for any intelligent person to do in the matter of prevention of disease without the aid of a physician. Some of the topics for special consideration are as follows: (1) Bacteria—what they are, how they live and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurious bacteria; parasites and saprophytes; bacteria which produce diseases (pathogenic bacteria). (2) Prophylaxis—prevention of disease; how disease germs are carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the school room and of the home.

Mr. Beardsley.

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

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

Mr. Beardsley.

SYCOLOGY

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

Mr. DeBusk.

3. Educational Sycology. Junior College. First year. Required. This is an attempt to put the main conclusions of

psychology into a more useful form for application in the school room. Much of the subject-matter is identical with that of Course 1, but it is treated in a different way. In Course 1 the mental processes are analyzed, 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.

Teachers College Preparatory or Elementary Department

Superintendent Frank D. Slutz, Director*

Principal Harry M. Barrett, Acting Director, 1914

An elementary department is organized in the Summer School to meet the needs of teachers (1) who feel the need of review of the grade school subjects from the standpoint of methods of teaching; (2) Those teachers who are just entering the service and feel the need of a review on the subject matter of the grade subjects as well as information concerning methods of teaching.

There are three plans of reviews offered. The first plan is a review wherein the method of teaching the subject is emphasized most. The second plan is a review 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 instead 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 are emphasized will be under the last named plan. Especial attention is called to the fact that all courses offered in this department are offered 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.

For those desiring to get work in theory and practice of teaching it is suggested that Theory and Practice of Teaching or Course 1 in the Department of Education be taken. These are credit courses and one of them is required for graduation in the College.

1. ARITHMETIC AND GRAMMAR.

This course is planned for those who desire a rapid review of Arithmetic and Grammar in which effective methods of teaching

*On leave of absence, Summer Session, 1914.

them are emphasized. Attention is given to the subject matter only as it bears upon methods of teaching these subjects. The class will meet daily. No credit is given toward graduation.

Mr. Keating.

2. GEOGRAPHY AND AGRICULTURE.

In this course a rapid review of Geography is given. Elementary Agriculture as it should be taught in country and village schools is given attention. The subject matter of Geography is taught only as a means of illustrating effective methods of teaching the subject. The class will meet each day. No credit is given toward graduation.

Mr. Wiedmann.

3. HISTORY AND CIVICS.

In this course special attention is given to effective methods of teaching history and civics to the children of the Elementary Schools. Subject matter receives secondary attention. The class will meet each day. No credit is given toward graduation.

Mr. Cash.

4. PHYSIOLOGY AND NATURAL SCIENCES.

In this course about equal emphasis is placed on subject matter and methods of teaching Physiology and Natural Science to children of the Elementary School. The class will meet each day. No credit is given toward graduation.

Mr. Wiedmann.

5. READING, WRITING, ORTHOGRAPHY.

Equal emphasis is placed on methods and subject matter in this course. The class will meet each day. No credit is given toward graduation.

Mr. Shultis.

6. ARITHMETIC AND GRAMMAR.

In this course subject matter will receive primary attention. The class will meet each day. No credit will be given toward graduation.

Mr. Keating.

7. GEOGRAPHY AND AGRICULTURE

In this course subject matter will be given primary attention. The class will meet each day. No credit will be given toward graduation.

Mr. Wiedmann.

8. HISTORY AND CIVICS.

Primary emphasis is placed on the subject matter of History and Civics in this course. No credit will be given toward graduation. Mr. Cash.

9. ARITHMETIC.

This course is planned for those who desire a thorough review of the subject matter of Arithmetic. No credit will be given toward graduation. Mr. Shultis.

10. GRAMMAR.

This course is given for those who want a careful and thorough review of Grammar. Little attention will be given to methods of teaching the subject. No credit will be given toward graduation. Mr. Cash.

11. CIVICS.

This course is a thorough review of Civics. Little attention will be given to methods of teaching the subject. No credit will be given toward graduation. Mr. Hill.

12. GEOGRAPHY.

A thorough review of the subject matter of Geography is given in this course. No credit will be given toward graduation. Mr. Hatch.

13. HISTORY.

A review of American History is given in this course. Little attention will be given to methods of teaching the subject. No credit will be given toward graduation.

Mr. Hill.



