

Bulletin of the State Teachers College of Colorado

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A Bulletin of Information

CONCERNING

Non-Resident Courses

IN THE

State Teachers College of Colorado



GREELEY, COLORADO

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

THE 1914-15 NON-RESIDENT BULLETIN.

The present bulletin, issued November, 1914, is the fourth bulletin concerning non-resident work issued since that work began six years ago. During this time the work has grown in size and efficiency. It is the hope of the Non-Residence Committee that the courses offered may still be bettered with time and experience. The bulletin endeavors to make the plan of this work clear in every detail, but if it fails at any point to give full information, the College invites inquiry by letter from any one interested.

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

Members of the College Faculty

Offering Non-Resident Courses

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- Margaret Statler, Pd. B., A. B., Professor of Primary Education.
- George A Barker, M. S., Professor of Geografy and Geology.
- John Randolph Bell, A. B., D. Litt., Principal of the High Scool,
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- Walter Isaacs, B. S., Director, and Professor of Art.
- George Earl Freeland, B. S., A. M., Principal of the Elementary
Scool, and Professor of Grammar Grade Education.
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- John Clark Kendel, Pd. B., A. B., Director, and Professor of
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- Thomas C. McCracken, A. B., Dean of the Graduate College, and
Professor of Education.
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- Ida Marshall, B. S., Director, and Professor of Home Economics.
- Merle Kissick, A. B., Ph. B., Assistant Professor of Home Eco-
nomics.
- Edwin B. Smith, B. S., Professor of History and Political Sience.

Introduction.

Thru its extension department the State Teachers College offers to the teachers of Colorado an opportunity to do work which will increase their efficiency as teachers. The work is offered under two distinct plans, (1) the group plan, and (2) the individual plan.

Group Work.

Under the Group plan the College appoints an instructor, who is known as a Non-Resident Instructor in the College. The non-resident instructor gives the instruction under the general direction of the College. When he approves the work of the student, credit for such approved work is given by the Registrar of the College. It is recommended that the teacher who can conveniently do so join one of these groups.

Individual Work.

There are conditions and circumstances which make it impossible for a teacher to do the work he desires to do with a non-resident group of the college; hence we have the individual plan of instruction. Under this plan the student selects a course from the non-resident bulletin and proceeds to do the work alone that is required in the course selected.

Fees.

The fees for a course in either case are the same, i. e., one dollar per credit hour. In the case of the group work eighty per cent of the fee is given to the non-resident instructor for his services, and the remainder goes to the college, provided that in no case the college shall receive less than one dollar for each student registered for a non-resident course under the Group Plan of instruction.

What Constitutes a Course.

Five hours or less constitutes a course under the non-resident Group Plan of instruction.

Extension Courses of the Regular Faculty.

Regular members of the faculty of the college may give non-resident courses where arrangements can be made such as will not interfere with their regular work in the college. Courses given by regular members of the faculty under the group plan are counted as resident courses, provided that not more than 20 hours of credit may be so earned in the Junior College and 20 hours in the Senior College by any student.

Opportunity to Establish Standing.

It is the intention of the College to give every teacher in Colorado an opportunity to establish his standing in the college, and then give him an opportunity to file a permanent record of his progress in the profession. This record becomes a professional asset which, in this day of specialties, no teacher can afford to be without. On request the college will furnish a "standing sheet" upon which the applicant may give a record of his work under the following general headings:

1. Scholastic Work.
2. Teaching Experience.
3. Supervising Experience.
4. Life Experience.
5. Person's Equation—meaning the personality of the applicant and his power to work and succeed.

Students contemplating doing the non-resident work under the individual plan of instruction should carefully read the following instructions:

INSTRUCTIONS TO NON-RESIDENT STUDENTS.

The non-resident courses of the State Teachers College are open to any person desiring to take them. Enrollment in a non-resident course does not excuse any student from the entrance requirements of the college.

General Directions for Courses Requiring Book Reviews.

Read this bulletin carefully, decide upon the course you wish to take, secure a book designated in the course, and outline it in accordance with the following suggestion.

1. Read the book thru without taking notes, to get its general point of view. Read it the second time, and take such notes and make such comments as you think the content demands. We like to have the judgment of the student on the thoughts of the author he is reading. Make your notes by chapters.

2. Manuscripts should be written with pen or typewriter. Paper eight by ten inches is a convenient form to use. Write on both sides of the paper. Read and correct the manuscript before sending it to us. See that sheets are properly fastened together.

3. Each manuscript submitted must have indicated on the first page the following items:

- a. Student's name and address.
- b. The title and author of the book reviewed.
- c. The name and number of the course.
- d. The school where the teacher is now teaching, and the grade of work.

4. **Send one manuscript at a time.** Do not send reports for a whole course at one time.

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

Send your fee when you begin your work or when you send your first manuscript. No manuscripts will be examined until your fee is paid.

6. Send manuscripts by mail or express. If sent by mail, letter rates are required. Papers will not be returned, but are filed in this office. Students are promptly notified by mail of the receipt at this office of manuscripts. After they are examined,

you are again notified of the result of the examination. It takes about ten days to get a report from the instructor.

7. You may begin work at any time.

PRACTIS TEACHING REQUIREMENTS.

Junior College.

1. Persons who are candidates for graduation from the State Teachers College of Colorado may meet the requirements for practis teaching as folloes:

1. Candidates for the degree of Pd. B. may do the required three terms of teaching in the training school. Experiens teachers may be excused from a part of this work, provided that, in the judgment of the Dean of the Training School, their teaching experience wil justify such action.

2. Such candidates may offer public school experience in lieu of practis teaching in the training school under the folloing conditions: (1) Notification of such intention shal be filed with the Dean of the Training Department at least one year before the applicant expects to be graduated. (2) By submitting such testimonials as may be required from unbiased persons who are competent to speak concerning the candidate's teaching ability. (3) In addition to the above, the candidate must conform to some one or more of the folloing requirements, as the training teacher may demand: (a) A representativ of the College shal be permitted to make such observation of the applicant's public school work as the training department may require; (b) Each applicant shal submit such detaild lesson plans as may be demanded; (c) And shal, if requird, make a more extended study of the organization and methods of presentation of some larger unit of school work approv'd by the training department.

Senior College.

The requirements for teaching for candidates for the Pd. M., A. B., or A. M. degrees shal, in general, be the same as those for the Pd. B. degree, except that evidence shal be ex-

pected of a higher degree of efficiency in the work. The requirement of an extended study of the organization and methods of presentation of some larger unit of school work shall be expected from all such candidates.

GENERAL REGULATIONS GOVERNING NON-RESIDENT STUDY.

1. When resident study begins for any term of years, all non-resident study shall cease, and all manuscripts of non-resident study shall be submitted before resident study shall begin.

2. The number of non-resident credits that may be earned by any student in one year, either in group or individual study, shall be limited to 15 hours.

3. No group study work shall be accepted unless taken under a duly authorized instructor of the institution and a record filed in the office of the said instructor's appointment prior to the beginning of the work.

4. Senior college students are requested not to ask for credit for the State Reading Circle Course. After July 1, 1915, credit will not be granted to Senior College Students for this work.

5. Credit is given but once for the reading and outlining of a book. In case a book is given in a course for the reading of which the student has already received credit he shall apply for a substitute for that book.

6. While the College recognizes the resident work of other institutions of equal rank, hour for hour, the extension courses offered by the State Teachers College are intended to be of specific use to teachers in service. They are largely technical in their nature and suited particularly to the needs of people who are planning to do resident work in the College; therefore, non-resident courses of other institutions will not be recognized by the State Teachers College.

7. No course given in non-resident work by the State Teachers College shall be considered complete until a paper of

not less than two thousand words shall have been submitted by the student, the subject of which shall be furnished by the teacher in charge of the course. In addition, an oral or written examination at the option of the instructor may be required. The Industrial Arts Department may require other forms of examinations than those prescribed above.

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 **Graduate College** is organized for work leading to the degree of Master of Arts in Education.

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 **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 the life state teachers' certificate.

The **High School** and **Elementary School** divisions make up the Training Department of the Teachers' College, and need no fuller explanation.

Admission to the Junior College.

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

1. Students must be 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 high school certificate of graduation, or the diploma must be presented by the student when he or she first enrolls in the college. The minimum of work acceptable for entrance is fifteen 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 has completed two or more years of college or normal school work beyond a four-year high school course of study, he will apply to the Dean of the Senior College for advanced standing.

Advanced Standing.

Students who wish to apply for standing should fill out the Blank Application Form for Standing. Upon presenting this, properly filled out and accompanied by the credentials called for, the College will grant whatever standing seems to be merited.

Credits from reputable normal schools, teachers' colleges, colleges, and universities, are accepted at their original value. Credits certified from colleges and normal schools whose academic standing is lower than that of The State Teachers College must be adjusted individually, but usually they are accepted on a basis of two-thirds.

Minimum Terms in Residence.

No diploma of the College is granted for less than three terms of work in residence, during which time at least 45 credit hours must be earned, but no diploma will be granted to any student who has earned less than 60 credit hours.

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 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 are admitted to the Senior College without examination. Application for advanced standing must be treated individually and credit granted by the Dean as each case merits.

The Term Hour.

The unit of work in the College is one recitation a week for a term of twelve weeks. This is called in this catalog a **term hour**, or **credit-hour**.

Courses in which the classes meet for two recitations a week during a term are called **two-hour courses**; five recitations a week during a term, **five-hour courses**, etc.

Courses requiring no preparation outside the recitation hour are credited on the basis of laboratory work—two periods of recitation or laboratory work being credited as one term hour. For example, a course in physical education meeting four times a week and requiring no outside study is credited as two **term hours**.

Each student may register for 20 hours per term, but may not to take more work than this normal allowance.

Required and Elective Work.

1. **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, Teaching 1, 2, and 3, and Physical Education, minimum requirement—for health reasons a minimum of two hours a week for five terms without credit.

Required courses are usually taken in the following order:

First Year—Psychology 1 and 3, Education 1 (Industrial Arts 5 for students in that department), English 1, Biology 2, and Physical Education.

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

The required courses should be distributed equally through the three terms of the year.

The total of the required courses is 48 term hours. The remaining 72 term hours required for graduation from the Junior College may be selected by the student from the various departments of the College.

11. **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 work, in addition to the practis teaching, 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.

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.

The Superintendent of the Training Department may, at his discretion, accept teaching done in other schools to satisfy the requirements in practis teaching. Note—See general regulations governing practis teaching—page 8.

Students who are granted Senior College standing are held to the requirements of the Junior College unless the credits accepted from other schools cover these subjects.

Diplomas and Degrees.

1. **Junior College.**—At the end of the second year of study, the student, having earned credit for 120 term hours, including the required subjects, 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, including the required subjects, 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 at the end of the third year.

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 in a group of closely related studies. 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.

Students expecting to earn a major notation in either Senior College or Junior College must file with their respective Deans a notice of such intention at least two terms before they expect to be graduated.

A student may not take more than ten term hours in the Junior College in any subject other than the subject or group of subjects in which he is doing his major work.

Senior College.—Senior College students may earn a major in some department or group of closely related studies. 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.

COURSES OFFERED FOR NON-RESIDENT STUDY

BIOLOGICAL SCIENCE.

ARTHUR EUGENE BEARDSLEY, M. S.

Zoology.

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

Warren, E. R., *Mammals of Colorado*. \$3.00. 1910. Putnam.

Osborn, H. F., *The Age of Mammals*. \$4.50. 1910. Macmillan.

Jordan and Kellogg, *Evolution and Animal Life*. \$2.50. 1907. Appleton.

Beddard, F. E., *A Textbook of Zoogeography*. \$1.50. 1895. Putnam.

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

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

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

Submit papers and take an examination.

In riting up your observations, use the folloing outline:

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

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

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

Beebe, C. W., *The Bird*. \$3.50. 1906. Holt.

Chapman and Reed's *Color Key to N. A. Birds*. \$2.50. 1903. Doubleday.

Bailey, Florence Merriam, *Handbook of the Birds of the Western United States*. \$3.50. (Latest edition.) Houghton.

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

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

Be able to giv the orders and families of birds with exam-
ples of each. Giv particular attention to the Passerine group.

Make a list of the birds in your vicinity.

Submit papers and take an examination.

AGRICULTURE AND NATURE STUDY.

C. H. WITHINGTON, M. S., A. M.

Courses.**1. Nature Study.**—2 hours.

Bailey, L. H., Lessons with Plants. \$1.25. 1904. Macmillan.

Bailey, L. H., The Nature Study Idea. \$1.00. 3rd revision, 1909. Doubleday.

2. School Gardening.—2 hours

Meier, W. H. D., School and Home Gardens. 80c. 1913. Ginn.

Greene, Maria Louise, Among School Gardens. \$1.25. 1910. Charities Pub. Co.

FYSICS AND CHEMISTRY.

FRANCIS LORENZO ABBOTT, B. S., A. M.

Courses.**Fysics.****10. Household Fysics.**—Junior or Senior College; 5 hours.

Lynde, Carleton J., Physics of the Household. \$1.25. 1914. Macmillan.

Course 10 includes chapters 1-13, and is the application of the principles of fysics to everyday life, and especially to the home. A brief synopsis is as folloes: The mecanical principles, levers, pulleys, wheel and axle, etc., as found in the home. Water supplies, heating and ventilating, cost of fuels, vacuum cleaners, etc. The manuscript to be sent in is a solution of all the problems and exercises at the end of each chapter.

11. Household Fysics.—Junior or Senior College; 5 hours.

Lynde, Carleton J., Physics of the Household. \$1.25. 1914. Macmillan.

Course 11 is a continuation of Course 10, using the same book, chapters 14-30. The subjects treated in this course ar:

sound, light, and electricity. The character of the work is the same as in Course 10. The manuscript to be sent in is the solution of all the problems and exercises at the end of each chapter.

12. Theory of the Electron.—Junior or Senior College; 3 hours.

Gibson, Charles R., *The Autobiography of an Electron*. \$1.50. 1911. Lippincott.

The course is an explanation, in non-technical terms, of the latest scientific theories. An examination, either oral or written, to suit the convenience of student, is required for credit.

Chemistry.

7. History of Chemistry.—Junior or Senior College; 2 hours.

Brown, J. C., *A History of Chemistry*. 1913. Blakiston.

The book contains the pictures of most of the great chemists, and also 600 illustrations of symbols and apparatus used by the alchemists. Students should have completed at least a high school course in chemistry before taking this work. An examination is required. The examination may be oral or written, to suit the convenience of the student.

8. New Theories of Chemistry.—Senior College; 2 hours.

Jones, Harry C., *New Era in Chemistry*. \$2.00. 1913. Van Nostrand.

This course is especially recommended for high school teachers.

An examination is required for credit. See Course 7.

9. Chemistry as Applied in Problems of Civilization.—Junior or Senior College; 2 hours.

Martin, Geoffrey, *Triumphs and Wonders of Modern Chemistry*. \$2.00. 1913. Van Nostrand.

The course is a popular treatment of the subject, and does not require any special knowledge of chemistry. Examination required for credit. See Course 7.

GEOGRAFY AND GEOLOGY.

GEORGE A. BARKER, M. S.

The courses offered in non-resident work are those in which laboratory or field work is not emphasized, with the exception of physical geography, which follows a plan involving some field and observational work. Some courses, for instance mineralogy, are so technical and depend so much on laboratory observation that it is not thought wise to give them as non-resident work.

2. Physical Geography.—3 hours.

Salisbury, R. D., and Barrows, H. H., *Elements of Geography*. \$1.30. 1910. Holt.

Dryer, Chas. R., *High School Geography*. \$1.30. 1912. A. B. C.

Waldo, R. G., *Elementary Meteorology*. \$1.50. A. B. C.

3. Climatology.—3 hours.

Milham, Willis I., *Meteorology*. \$4.50. 1912. Macmillan.

Haun, Julius, *Handbook of Climatology*. Vol. 1 (English translation). \$3.00. 1903. Macmillan.

4. Geography of North America.—4 hours.

Russel, Israel G., *North America*. \$2.50. 1904. Appleton.

Farrand, Livingston, *Basis of American History*. \$2.00. 1904. Harper.

Shaler, Nathaniel S., *Nature and Man in America*. \$1.50. Scribner.

Powell, John Wesley, *Physiographic Regions of the United States*. \$.20. A. B. C.

5. Geography of Europe.—5 hours.

Lyde, Lionel W., *Continent of Europe*. \$2.00. 1913. Macmillan.

Ripley, William Z., *Races of Europe*. \$5.00. 1898. Appleton.

Mackinder, Halford J., *Britain and the British Seas*. \$2.00. 1902. Appleton.

6. Human Geografy.—4 hours.

Semple, Ellen Churchill, Influence of Geographic Environment. \$4.00. 1911. Holt.

Hardy, Marcel E., Introduction to Plant Geography. 90c. 1913. Oxford.

Ward, Robert de C., Climatology. \$2.00. 1908. Putnam.

Herbertson, Andrew J., Man and His Work. 60c. 1899. Macmillan.

7. Historical Geografy.—3 hours.

Semple, Ellen Churchill, American History and Its Geographic Conditions. \$3.00. 1903. Houghton.

Fiske, John, Discovery of America, 2 volumes. \$2.00 each. Houghton.

1. Elementary Geology.—4 hours.

Chamberlin, T. C., and Salisbury, R. D., College Textbook of Geology. \$3.50. 1909. Holt.

Pirsson, Louis V., Rocks and Rock Minerals. \$2.50. 1908. Wiley.

MATHEMATICS.

GEORGE WILLIAM FINLEY, B. S.

Detaild instructions wil be sent to the individual student in all of the courses outlined in this department.

Courses.**1a. Solid Geometry.**—5 hours.

Wentworth, Smith, Solid Geometry. 75c. 1911. Ginn.

This course covers the essentials of solid geometry. It includes many originals and practical applications.

1 and 2. College Algebra.—10 hours.

Hawkes, Higher Algebra. \$1.40. 1913. Ginn.

To take up this course the student must have completed the ordinary high scool course in algebra. The work covers a

general review, functions and their graphs, quadratic equations, inequalities, complex number, theory of equations, permutations, combinations, probabilities, determinants, partial fractions, logarithms and infinite series.

3. Trigonometry.—5 hours.

Durell, Plane Trigonometry and Tables. \$1.25. 1910, Merrill.

The course is designed to give a clear understanding of trigonometry, both as to the theory of the subject and as to its practical application.

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

4. Analytic Geometry.—5 hours.

Smith and Gale, Introduction to Analytic Geometry. \$1.25. 1905. Ginn.

Practically all of Smith & Gale's Introduction to Analytic Geometry is covered in this course. The student gains a good working knowledge of the elements of the powerful science of analytic geometry and is, at the same time, prepared to go on into Calculus.

5 and 6. Differential and Integral Calculus.—10 hours.

Granville, Differential and Integral Calculus. \$2.50. 1904. Ginn.

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

SOCIOLOGY AND ECONOMICS.

GURDON R. MILLER, A. M.

1. Anthropology.—5 hours.

Avebury, John L., Prehistoric Times. \$5.50. 1913. Appleton.

Chapin, Introduction to the Study of Social Evolution. \$2.00. 1913. Century.

Mason, Otis T., Woman's Share in Primitive Culture. \$1.75. Appleton.

Boaz, Franz, The Mind of Primitive Man. \$1.50. 1911. Macmillan.

2. Elementary Sociology.—4 hours.

Giddings, Franklin H., Elements of Sociology. \$1.10. 1898. Macmillan.

Ross, Edward A., Foundations of Sociology. \$1.25. 1905. Macmillan.

Ward, Lester F., Outlines of Sociology. \$2.00. 1898. Macmillan.

Dealy, James Q., Sociology. \$1.50. 1909. Silver.

3. Educational Sociology.—4 hours.

Nearing, Scott, Social Adjustment. \$1.50. 1911. Macmillan.

Devine, Edward T., Misery and Its Causes. \$1.25. 1909. Macmillan.

Smith, Samuel G., Social Pathology. \$2.00. 1911. Macmillan.

Smith, Wm. H., All the Children of All the People. \$1.50. 1912. Macmillan.

4. Social Theory.—4 hours.

Giddings, Franklin H., Principles of Sociology. \$3.00. Lemcke.

Ward, Lester F., Pure Sociology. \$4.00. 1903. Macmillan.

The above two or the following four:

Cooley, Charles H., Human Nature and the Social Order. \$1.50. 1902. Scribner.

Cooley, Charles H., Social Organization. \$1.50. 1909. Scribner.

Elwood, Charles A., Sociology in Its Psychological Aspects. \$3.00. 1912. Appleton.

Hobhouse, Leonard T., Social Evolution and Political Theory. \$1.50. 1911. Lemcke.

5. Applied Sociology.—3 hours.

Ward, Lester F., Applied Sociology. \$3.00. Ginn.

Ross, Edward A., Social Control. \$1.25. 1901. Macmillan.

6. Social Adjustment.—4 hours.

Tolman, William H., Social Engineering. \$2.00. 1909. McGraw.

Redfield, Wm. C., The New Industrial Day. \$1.25. 1912. Century.

Addams, Jane, Spirit of Youth and the City Streets. \$1.25. 1909. Macmillan.

Patten, Simon N., The New Basis of Civilization. \$1.00. 1907. Macmillan.

7. Privilege and Society.—4 hours.

Howe, Frederic C., Privilege and Democracy. \$1.50. 1910. Scribner.

Ross, Edward A., Changing America. \$1.20. 1912. Century.

Veblen, Thorstein B., Theory of the Leisure Class. \$2.00. 1899. Macmillan.

Ross, Edward A., Sin and Society. \$1.00. 1907. Houghton.

8. Social Insurance.—4 hours.

Seager, Henry R., Social Insurance. \$1.00. 1911. Macmillan.

Campbell, Gilbert L., Industrial Accidents and Their Compensation. \$1.00. 1910. Houghton.

Gephart, William F., Insurance and the State. \$1.25. 1915. Macmillan.

Rubinow, Isaac M., Social Insurance. \$3.00. 1913. Holt.

9. Democracy and Law.—3 hours.

Wyman, Bruce, Control of the Market. \$1.50. 1911. Moffat.

Goodnow, Frank J., Social Reform and the Constitution. \$1.50. 1911. Macmillan.

Weyl, Walter E., The New Democracy. \$2.00. 1912. Macmillan.

10. Sociology and Church.—4 hours.

Rauschenbusch, Walter, Christianity and the Social Crisis. 50c. 1912. Macmillan.

Rauschenbusch, Walter, Christianizing the Social Order. \$1.50. 1912. Macmillan.

King, Henry C., Moral and Religious Challenge of Our Times. \$1.50. 1911. Macmillan.

Patten, Simon N., Social Basis of Religion. \$1.25. 1911. Macmillan.

11. Crime and Society.—4 hours.

McConnell, Ray M., Criminal Responsibility and Social Constraint. \$1.75. 1912. Scribner.

Whitin, Ernest S., Penal Servitude. \$1.50. 1912.

Saleilles, Raymond, Individualization of Punishment. \$4.50. 1911. Little.

12. Rural Sociology.—3 hours.

Bailey, Liberty H., Training of Farmers. \$1.00. 1909. Century.

Bailey, Liberty H., The State and the Farmer. \$1.25. 1908. Macmillan.

Butterfield, Kenyon L., Chapters in Rural Progress. \$1.00. 1908. U. of Chicago Press.

13. Rural Sociology.—5 hours.

McKeever, William A., Farm Boys and Girls. \$1.50. 1912. Macmillan.

Fairchild, George T., Rural Wealth and Welfare. \$1.25. 1900. Macmillan.

Foght, Harold W., The American Rural School. \$1.25. 1910. Macmillan.

Taylor, Henry C., Agricultural Economics. \$1.25. 1905. Macmillan.

14. Child Problems.—3 hours.

Mangold, George B., Child Problems. \$1.25. 1910. Macmillan.

Nearing, Scott, Child Labor Problem. \$1.00. 1911. Moffatt.

Key, Ellen K., Century of the Child. \$1.50. 1909. Putnam.

15. Socialism.—4 hours.

Spargo, John, Socialism. \$1.50. 1909. Macmillan.

Le Rossignol, James E., Orthodox Socialism. \$1.00. 1907. Crowell.

Hunter, Robert, Socialists at Work. \$1.50. 1908. Macmillan.

Bernstein, Edward, Evolutionary Socialism. \$1.00. 1909. Huebsch.

16. Immigration.—4 hours.

Steiner, Edward A., The Trail of the Immigrant. \$1.50. 1906. Revell.

Steiner, Edward A., The Immigrant Tide. \$1.50. 1909. Revell.

Commons, John R., Races and Immigrants in America. \$1.50. 1907. Macmillan.

Roberts, Peter, The New Immigration. \$1.60. 1912. Macmillan.

17. Women and Social Evolution.—5 hours.

Key, Ellen K., The Woman Movement. \$1.50. 1912. Putnam.

Nearing, Scott, Woman and Social Progress. \$1.50. 1912. Macmillan.

Mayreder, Rosa, Survey of the Woman Problem. \$1.50.
1913. Doran.

Schreiner, Olive, Woman and Labor. \$1.25. 1911. Stokes.

18. Boys and Society.—4 hours.

Puffer, Joseph A., The Boy and His Gang. \$1.00. 1912.
Houghton.

McKeever, William A., Training the Boy. \$1.50. 1913. Mac-
millan.

Stewart, Alexander H., American Bad Boys in the Making.
\$1.50. 1912. Bookery.

Whitehouse, Problems of Boy Life. \$2.50. 1912. McClurg.

Johnson, F. W., Problems of Boyhood. \$1.00. 1914. U. of
Chicago Press.

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

HISTORY AND POLITICAL SCIENCE.

EDWIN B. SMITH, B. S.

Courses in History.

1. Medieval European History.—3 hours.

Oman, Charles W. C., The Dark Ages. \$1.75. Macmillan.

Tout, Thomas F., The Empire and Papacy. \$1.75. 1898.
Macmillan.

Lodge, Richard, The Close of the Middle Ages. \$1.75. 1901.
Macmillan.

2. Medieval European History.—4 hours.

Adams, George B., Civilization in the Middle Ages. \$2.50.
1894. Scribner.

Symonds, John, A Short History of the Renaissance. \$1.75.
Holt.

Oliphant, Lawrence, Makers of Florence. \$2.50. Macmillan.

Forrest, Jacob D., Development of Western Civilization.
\$2.00. 1907. University of Chicago Press.

3. Modern European History.—4 hours.

Johnson, Arthur H., Europe in the Sixteenth Century. \$1.75. Macmillan.

Wakeman, Henry O., The Ascendancy of France. \$1.40. Macmillan.

Hassall, Arthur, The Balance of Power. \$1.40. Macmillan.

Stephens, Henry M., Revolutionary Europe. \$1.60. Macmillan.

4. Modern European History.—4 hours.

Seebohm, Frederic, The Protestant Revolution. \$1.00. Longmans.

Robinson, J. H., and Beard, Charles A., Development of Western Europe, vol. I. \$1.50. 1908. Ginn.

Longman, Frederic W., Frederick the Great. \$1.00. Longmans.

Morris, William O., The French Revolution. \$1.00. Scribner.

5. Nineteenth Century Europe.—4 hours.

Andrews, Charles M., Development of Modern Europe. \$2.75. 1900. Putnam.

Dawson, William H., Evolution of Modern Germany. \$4.00. 1908. Scribner.

Lebon, Andre, Modern France. \$1.50. 1898. Putnam.

Holland, Rupert S., Builders of United Italy. \$2.00. 1908. Holt.

6. American History.—4 hours.

Cheyney, Edward P., European Background to American History. \$2.00. 1904. Harper.

Bourne, Edward G., Spain in America. \$2.00. 1904. Harper.

Thwaites, Reuben G., France in America. \$2.00. 1905. Harper.

Tyler, Lon G., England in America. \$2.00. 1904. Harper.

7. American History.—4 hours.

Howard, George E., Preliminaries of the Revolution. \$2.00. 1905. Harper.

Fiske, John, Critical Period of American History. \$2.00. Houghton.

Bassett, John S., The Federalist System. \$2.00. 1906. Harper.

Channing, Edward, The Jeffersonian System. \$2.00. 1906. Harper.

8. American History.—4 hours.

MacDonald, William, Jacksonian Democracy. \$2.00. 1906. Harper.

Garrison, George P., Westward Extension. \$2.00. 1906. Harper.

Dunning, William A., Reconstruction, Political and Economic. \$2.00. 1907. Harper.

Sparks, Edwin E., National Development. \$2.00. 1907. Harper.

9. Industrial History of the United States.—4 hours.

Bogart, Ernest L., Economic History of the United States. \$1.75. 1912. Longmans.

Coman, Katherine, Industrial History of the United States. \$1.60. 1910. Macmillan.

McVey, Frank L., Modern Industrialism. \$1.50. 1904. Appleton.

10. Commercial History of the United States.—3 hours.

Day, Clive, A History of Commerce. \$2.00. 1907. Longmans.

Clow, Frederic, Introduction to the Study of Commerce. \$1.25. Silver.

Johnson, Emory P., Elements of Transportation. \$1.50. 1909. Appleton.

11. Financial History of the United States.—4 hours.

Dewey, Davis R., Financial History of the United States. \$2.00. 1907. Longmans.

Plehn, Carl C., Introduction to Public Finance. \$1.75. 1909. Macmillan.

Bullock, Charles J., Selected Readings in Public Finance. \$1.75. 1909. Macmillan.

12. English History.—3 hours.

Terry, Benjamin S., A History of England. \$2.00. Scott.

Gibbins, Henry, Industry in England. \$1.20. Scribner.

Synge, M. B., Social Life in England. \$1.50. Barnes.

13. Pedagogy of History.—4 hours.

Allen, J. W., The Place of History in Education. \$1.50. 1910. Appleton.

Mace, William H., Methods in History. \$1.00. Ginn.

Bourne, Henry E., The Teaching of History and Civics. \$1.50. 1902. Longmans.

Keatinge, Maurice W., Studies in the Teaching of History. \$1.60. 1910. Macmillan.

Courses in Political Science.

1. The Evolution of Government.—5 hours.

Wilson, Woodrow, The State. \$2.00. Heath.

Bentley, Arthur F., The Process of Government. \$5.00. 1908. University of Chicago.

Godkin, Edwin L., The Problems of Modern Democracy. \$2.00. Scribner.

..2. Constitutional History of the United States.—4 hours.

Thorpe, Francis N., A Short Constitutional History of the United States. \$1.75. 1904. Little.

Willoughby, Westel W., The American Constitutional System. \$1.25. 1904. Century.

Smith, James A., The Spirit of the American Government. \$1.25. 1907. Macmillan.

3. The Organization of the Government of the United States.—4 hours.

Bryce, James, The American Commonwealth. \$4.00. 1910. Macmillan.

Gauss, H. C., *The American Government*. \$5.00. 1907. Hammersly.

4. The Administration of Government of the United States.
—4 hours.

Guitteau, William B., *Government and Politics in the United States*. \$1.00. 1911. Houghton.

Reinsch, Paul S., *American Legislatures and Legislative Methods*. \$1.25. 1907. Century.

Findley, John H., and Sanderson, John F., *The American Executive and Executive Methods*. \$1.25. 1908. Century.

Baldwin, Simeon E., *The American Judiciary*. \$1.25. 1905. Century.

5. Political Parties and Party Government.—3 hours.

Fess, Simeon D., *The History of Political Theory and Party Organization in the United States*. \$1.50. 1910. Ginn.

Macy, Jesse, *Party Organization and Machinery*. \$1.25. 1904. Century.

Jones, Chester L., *Readings on Parties and Elections in the United States*. \$1.60. 1912. Macmillan.

6. Municipal Government.—3 hours.

Goodnow, Frank J., *Municipal Government*. \$3.00. 1909. Century.

Deming, Horace E., *The Government of American Cities*. \$1.50. 1909. Putnam.

Howe, Francis C., *The City the Hope of Democracy*. \$1.50. 1905. Scribner.

LATIN AND MYTHOLOGY.

JAMES H. HAYES, A. B., A. M.

The Latin Department offers two courses adapted to non-resident work. These courses are intended for the general assistance of high school teachers. The work demanded will be ritten reviews of the books indicated belo.

Courses.

1. **Pedagogy of Latin.**—Junior and Senior College, 3 hours.
Ritchie, F., Latin Clause Construction. 50c. 1892. Longman.

Hale, William Gardner, The Art of Reading Latin. 25c. 1887. Atkinson.

Turning into Latin a short paragraph of English; material to be submitted by the instructor.

1. **Mythology.**—Junior and Senior College; 2 hours.
Gayley, Charles Mills, The Classic Myths. \$1.50. 1911. Ginn.

Fiske, John, Myths and Myth Makers. \$2.00. Houghton.

LITERATURE AND ENGLISH.

ETHAN ALLEN CROSS, Ph. M.

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

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

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

2. **Advanced Composition.**—Junior or Senior College; 5 hours.

Fulton, Edward, English Prose Composition. \$1.12. 1911. Holt.

Woolley, Edwin C., A Handbook of Composition. 80c. 1907. Heath.

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

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

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

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

8. **English Literature, 670-1660.**—Junior College, but open also to Senior College students; 5 hours.

Manly, John M., English Prose. \$1.50. 1909. Ginn.

Manly, J. M., English Poetry. \$1.50. 1907. Ginn.

Long, William J., English Literature. \$1.35. 1909. Ginn.

The divisions of this work are based upon the folloing:

Periods in English Literature.

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

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

III.—The Age of Chaucer, 1340-1400.

IV.—The Renaissance, 1400-1660.

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

(b) The Elizabethan Age, 1558-1625.

(c) The Puritan Age, 1625-1660.

Requirements for Credit.

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

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

1. Robert Greene, 1560-1592.

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

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

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

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

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

Fourth, an oral examination, to be taken at the college at a time when the student is in residence. A student who does

not expect to be in residence soon after completing the reading may ask to have the questions for the examination sent to some school officer who is willing to give it.

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

Beowulf, translated by C. G. Child. 25c. 1904. Houghton, Mifflin & Co.

The Battle of Brnranburb, Tennyson (see any complete volume of the poems).

Harold, a Tragedy, Tennyson (complete works).

Everyman, A Morality Play. 40c. 1910. Houghton.

One play of Marlowe, Ben Johnson, Greene, or Beaumont and Fletcher.

9. **English Literature, 1660-1892.**—Junior College or Senior College; 5 hours.

The prescribed books are the same as for Course 8.

The literary periods covered in this course are:

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

VI.—The Romantic Period, 1744-1900.

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

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

(c) The Victorian Age, 1832-1892.

Requirements for Credit.

First, an outline of authors and works, as in Course 8.

Second, a statement of the reading completed, similar in extent and kind to that in Course 8.

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

Fourth, an oral or written examination, as in Course 8.

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

1. Goldsmith, *She Stoops to Conquer*, or *The Good-natured Man*.
2. Sheridan, *The Rivals*, or *The School for Scandal*.
3. Tennyson, *Becket*.
4. Browning, *The Blot on the 'Scutcheon*.
8. **American Literature.**—5 hours.

Long, William J., *American Literature*. \$1.35. 1913. Ginn.
 Page, Curtis H., *Chief American Poets*. Houghton, Mifflin
 & Co. \$1.75.

Carpenter, G. R., *American Prose*. Macmillan.

The Periods of American Literature.

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

.. Requirements for Credit.

First, an outline of authors and works, as in Course 8.

Second, a statement of the readings completed, as in Course 8.

Third, three studies; one at the end of the third period, one at the end of the fourth, and one at the end of the fifth, similar in extent and kind to those in Course 8.

Fourth, an oral or written examination, as in Course 8.

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

Franklin, *The Autobiography*.

Hawthorne, *The Scarlet Letter*.

Irving, *The Sketch Book* (any good school edition).

Cooper, *The Spy*, or *The Pilot*.

Emerson, *The American Scholar*, and any two other of the **Essays**.

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

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

15. **The Novel.**—Senior College; 5 hours.

Horne, C. F., *The Technique of the Novel*. \$1.50. 1908. Harper.

Cross, W. L., *The Development of the Novel*. \$1.50. 1905. Macmillan.

Hamilton, C., *The Materials and Methods of Fiction*. \$1.50. 1908. Baker.

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

Requirements for Credit.

First, the reading of the following novels:

Richardson, *Pamela, or Clarissa Harlowe*.

Fielding, *Tom Jones, or Amelia*.

Austen, *Pride and Prejudice*.

Scott, *Kenilworth*.

Thackeray, *Henry Esmond*.

Dickens, *A Tale of Two Cities*.

Bronte, *Jane Eyre*.

Eliot, *The Mill on the Floss*.

Stevenson, *Kidnaped*.

Hawthorne, *The Scarlet Letter*.

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

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

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

A Plan for the Required Long Report Upon a Novel.

1. The Novel. When, where, and by whom written. Suggested by or written under any peculiar conditions?
2. What is its theme?
3. Outline the plot in a brief paragraph or two.

4. What suggested the title to the author?
5. Make a list of the characters.
 - (a) Those in the foreground.
 - (b) Those in the middle distance.
 - (c) Those that are mere background, i. e., supernumeraries.
6. Have the characters in the foreground individuality, or are they merely personified qualities, or types of a certain class of persons, or mere impersonal figures?
7. Apply the same questions to the characters in the middle distance and background.
8. Does the author give individuality to his characters mostly by means of description (direct delineation), or does he make the characters reveal themselves by means of conduct and conversation (indirect delineation)?
9. Are these characters true to life; or are they better or worse than people in actual life; or are they caricatures of actual people?
10. Point of View. Does the author tell the story in:
 - (a) The first person?
 - (b) The limited third person (knowing only what an observer would know)?
 - (c) The omniscient third person (knowing everything, everywhere at the same time)?
 - (d) Or in the form of letters or a diary?
 - (e) Or a combination?
11. Does the author plunge at once into the middle of the story and then go back and explain the preliminary situation, or does he lead up deliberately from the preliminary situation to the initial incident?
12. About what per cent. of the matter is (a) direct discourse (dialog, conversation, and soliloquy)? (b) Simple narrative? (c) Description?
13. Does the author ever insert his own opinions and observations into the story independent of his characters? Give an example or two.
14. Make an outline of the story-structure, using the following plan:

P. S.—Preliminary Situation.

H.—Happening (Initial Incident).

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

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

Con.—Conclusion.

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

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

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

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

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

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

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

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

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

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

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

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

Group Studies.

15. **The Message of the Dramatists.**—5 hours.

Given only as a group course, and by an instructor from the College. A lecture and reading course presenting the message of the recent dramatists, Ibsen, Maeterlinck, Hauptmann, Suderman, Shaw, Kennedy, and others. The meanings of the most significant of the recent plays are presented by means of readings from the plays and elucidating exposition. This course may be given in twelve lectures, two weeks apart, the class reading one play a week between lectures. It might be given in twelve weeks, one lecture a week, if the class should choose to read two plays a week. Organized by a class of twenty-four persons, the course would involve the purchase of one volume by each student.

17. **The Short Story.**—Junior College or Senior College; 5 hours.

Cross, E. A., *The Short Story*. \$1.50. 1914. McClurg.

This is given only as a Group Study Course. Students would need to use only the one book, but stories from the current magazines for technical study will be added to the list contained in the text-book. The work will be presented in a series of twelve lectures, one week or two weeks apart, as the students

may elect. Each student will read fifty short stories, making a detailed technical analysis of five of them and a paragraph comment on each of the others.

Other Lecture Courses for Groups.—The Department of English is prepared to organize other courses similar to Courses 15 and 17, but dealing with the **Philosophy of the Novel**, the **Message of the Poets** (all the lectures dealing with one author, or with a group, as the class may elect), or the materials of Courses 8, 9, and 10.

READING AND LITERARY INTERPRETATION.

FRANCES TOBEY, B. S.

2. **Reading in the Grades.**—Junior and Senior College; 3 hours,

Huey, Edmund Burke, *The Psychology and Pedagogy of Reading*. \$1.40. 1908. Macmillan.

Briggs and Coffman, *Reading in Public Schools*. \$1.25. 1911. Row, Peterson and Co.

Laing, Mary E., *Reading: a Manual for Teachers*. \$1.00. 1908. Heath.

MODERN FOREIGN LANGUAGES.

JOHN THOMAS LISTER, A. B., Ph. B.

The student, in order to obtain credit, is expected to give evidence of his acquaintance with the texts indicated and to meet the requirements as to pronunciation, knowledge of most common grammar facts, and appreciation of sentence structure. In preparing lessons and reports he is required to follow the syllabus that is furnished with each course. A satisfactory oral or written examination must be passed on each course where credit is desired.

COURSES.

1. **German, Beginning Course.**—5 hours.

Thomas, *Practical German Grammar*. \$1.25. Holt.

- Guerber, Maerchen und Erzaehlungen, Volume I. 60c. Heath.
2. **German**, Continuation of German 1.—5 hours.
Thomas, Practical German Grammar. \$1.25. Holt.
Guerber, Maerchen und Erzaehlungen, Volume II. 65c.
Heath.
Storm, Immensee. 30c. Heath.
3. **German**, Prerequisite 1 and 2 or equivalent.—5 hours.
Thomas, Practical German Grammar. \$1.25. Holt.
Hillern, Hoeher als die Kirche. 25c. A. B. C.
Heyse, L'Arrabbiata. 30c. A. B. C.
Gerstaeker, Germelshausen. 30c. Heath.
4. **German**.—Prerequisite, one year or more of study; 3 hours.
Thomas, Practical German Grammar. \$1.25 Holt.
Riehl, Der Fluch der Schoenheit. 35c. Heath.
Auerbach, Brigitta. 40c. Ginn.
Zschokke, Der Zerbrochene Krug. 25c. Ginn.
Cross, E. A., The Short Story \$1.50. McClurg.
5. **German**.—Prerequisite, Course 4 or equivalent; 2 hours.
Thomas, Practical German Grammar. \$1.25. Holt.
Schiller, Der Neffe als Onkel. 30c. Heath.
Freytag, Die Journalisten 60c. Allyn.
Woodbridge, Elizabeth, The Drama: Its Law and Its Technique. 80c. Allyn.
6. **German**.—Prerequisite, 4 and 5 or equivalent; 2 hours.
Thomas, Practical German Grammar. \$1.25. Holt.
Meyer, Der Schuss von der Kanzel. 35c. Ginn
Keller, Dietegen. 25c. Ginn.
Cross, E. A., The Short Story. \$1.50. McClurg.
7. **German**—Prerequisite, 4 and 5 or equivalent; 3 hours.
Thomas, Practical German Grammar. \$1.25. Holt.
Lessing, Minna von Barnhelm. 50c. Hinds.
Lessing, Emilia Galotti. 50c. Hinds.

Woodbridge, Elizabeth, *The Drama: Its Law and Its Technique*. 80c. Allyn.

8. **German**.—Prerequisite, 6 and 7 or equivalent; 3 hours.

Thomas, *Practical German Grammar*. \$1.25. Holt.

Eichendorff, *Aus dem Leben eines Taugenichts*. 40c. Holt.

Kleist, Michael Kohlhaas. 50c. Holt.

Cross, E. A., *The Short Story*. \$1.50. McClurg.

9. **German**.—Prerequisite, 6 and 7 or equivalent; 2 hours.

Schiller, *Wilhelm Tell*. 50c. Hinds

Schiller, *Jungfrau von Orleans*. 60c. Holt.

Woodbridge, Elizabeth, *The Drama: Its Law and Its Technique*. 80c. Allyn.

10. **German**.—Prerequisite, at least two years of study; 2 hours.

Freytag, *Soll und Haben*. 50c. Ginn.

Scheffel, *Ekehard*. 55c. Heath.

Heydrick, B. A., *How to Study Literature*. 75c. Hinds.

11. **German**.—Prerequisite, 10 or equivalent; 2 hours.

Gutzkow, *Uriel Acosta*. 35c. Holt.

Grillparzer, *Der Traum, ein Leben*. 40c. Heath.

Woodbridge, Elizabeth, *The Drama: Its Law and Its Technique*. 80c. Allyn.

12. **German**.—Prerequisite, 10, 11, or equivalent; 2 hours.

Suderman, *Frau Sorge*. 90c. Heath.

Suderman, *Der Katzensteg*. 60c. Heath.

Heydrick, B. A., *How to Study Literature*. 75c. Hinds.

13. **German**.—Prerequisite, 11 or equivalent; 2 hours.

Lessing, *Nathan der Weise*. 80c. A. B. C

Heydrick, B. A., *How to Study Literature*. 75c. Hinds.

14. **German**.—Prerequisite, 11 or equivalent; 2 hours.

Hauptmann, *Die Versunkene Glocke*. 80c. Holt.

Courses in French.

1. **French.**—Beginning Course; 5 hours.
Frazer and Squair, French Grammar. \$1.15. Heath.
Syms, An Easy French Reader. 50c. A. B. C
 2. **French.**—Continuation of 1; 5 hours.
Frazer and Squair, French Grammar. \$1.15. Heath.
Malot, Sans Famille. 40c. Heath.
Bruno, Tour de la France. 45c. Heath
Cross, E. A., The Short Story. \$1.50. McClurg.
 3. **French.**—Prerequisite, 1 and 2; 5 hours.
Frazer and Squair, French Grammar. \$1.15. Heath.
Labiche and Martin, Voyage de M. Perrichon 30c. Heath.
Sandeau, Mlle. de la Segliere. 40c. Heath.
Augier and Sandeau, Le Gendre de M. Poirier. 40c. A. B. C.
 4. **French**—Prerequisite, at least one year of study; 3 hours.
Frazer and Squair, French Grammar. \$1.15. Heath.
Merimee, Colomba. 45c. Heath.
Dumas, La Tulipe Noire. 50c. Heath.
Heydrick, B. A., How to Study Literature. 75c. Hinds.
 5. **French.**—Prerequisite, 4 or equivalent; 3 hours.
Frazer and Squair, French Grammar. \$1.15. Heath.
Balzac, Eugenie Grandet. 80c. Holt.
Balzac, Le Pere Goriot. 80c. Heath.
Heydrick, B. A., How to Study Literature. 75c. Hinds.
 6. **French**—Prerequisite, 4, 5, or equivalent; 3 hours.
Frazer and Squair, French Grammar. \$1.15. Heath.
Hugo, Hernani. 60c. Heath.
Rostand, Cyrano de Bergerac. 80c. Holt.
Heydrick, B. A., How to Study Literature. 75c. Hinds.
- 7, 8, 9, French, will be given if desired.

Courses in Spanish.

1. **Spanish.**—Beginning course; 5 hours.
Ingraham-Edgren, Brief Spanish Grammar. \$1.10. Heath.
Hills, Spanish Tales for Beginners. \$1.00. Holt.

- 2 **Spanish**.—Prerequisite, 1 or equivalent; 5 hours.
 Ramsey, Text Book of Modern Spanish. \$1.80. Holt.
 Hills, Spanish Tales for Beginners. \$1.00. Holt.
 Alarcon, El Capitan Veneno. 50c. A. B. C.
 Cross, E. A., The Short Story. \$1.50. McClurg.
3. **Spanish**.—Prerequisite, 1 and 2 or equivalent; 5 hours.
 Ramsey, Text Book of Modern Spanish. \$1.80. Holt.
 Caballero, La Familia de Alvereda. 75c. Holt.
 Valdes, Jose. 90c. Heath.
 Cross, E. A., The Short Story. \$1.50. McClurg.
4. **Spanish**.—Prerequisite, at least one year of study; 3 hours.
 Ramsey, Text Book of Modern Spanish. \$1.80. Holt.
 Galdos, Electra. 70c. A. B. C.
 Galdos, Marianela. 90c. A. B. C.
 Heydrick, B A., How to Study Literature. 75c. Hinds.
5. **Spanish**.—Prerequisite, 4 or equivalent; 3 hours.
 Ramsey, Text Book of Modern Spanish. \$1.80. Holt.
 Calderon, La Vida es Sueno. 70c. A. B. C.
 Echegary, O Locura o Sanidad, 40c. Heath.
 Heydrick, B. A., How to Study Literature. 75c. Hinds.
6. **Spanish**.—Prerequisite, 4, 5 or equivalent; 3 hours.
 Ramsey, Text Book of Modern Spanish. \$1.80. Holt.
 Cervantes, Don Quijote. 80c. Heath.
- 7, 8, 9, **Spanish**, will be given if desired.

Courses in Italian.

- 1, 2, 3, **Italian**, will be given if desired.

MUSIC.

JOHN CLARK KENDEL, Pd. M., A. B.

7. **The History of Music**.—Junior College; 2 hours.
 Parry, Hubert, Evolution of the Art of Music. \$1.25. 1912.
 Appleton.
 Baltzell, W .J., History of Music. \$1.75. 1905. Presser.

Elson, Louis C., *The National Music of America*. \$1.50. 1899.
Page.

A literary course, which does not require special technical skill, open to all students who have a practical knowledge of vocal and instrumental music. A written review of the books listed is required.

INDUSTRIAL ARTS.

SAMUEL MILO HADDEN, A. M., Dean.

LULU A. HEILMAN, A. B., Shorthand and Typewriting.

WALTER F. ISAACS, B. S., Director of Art.

IDA MARSHALL, B. S., Director of Home Economics.

MERLE KISSICK, A. B., Ph. B., Domestic Art.

FRANK W. SHULTIS, A. M., Business Manager.

C. H. WITHINGTON, M. S., A. M., Agriculture.

The department of Industrial Arts is devoted to the teaching of fundamental processes in industrial and fine arts; domestic science and art; elementary agriculture; stenography, typewriting and business methods; and the practice of presenting these subjects in elementary, secondary, and trade schools.

The Guggenheim Hall of Industrial Arts, with a floor space of 17,000 square feet, a part of the first floors of the Library 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.

Syllabi of courses in the Industrial Arts group may be had upon registration for such courses.

COURSES.

2. Intermediate Woodwork.—Junior College; 5 hours.

This course is designed for those who wish to become proficient in the use of woodworking tools. It includes constructive design, the principles of cabinet making and furniture construction, and wood finishing. The different important constructive

joints ar discust and applied wherever possible in the cabinet work done in clas.

Prerequisit: Industrial Arts 1, or equivalent.

3. Woodwork for Elementary Sools.—Junior College; 4 hours.

In this course the folloing topics ar discust: Equipment, materials, kind of work, methods of teaching, methods in recitation, presentation of lessons, organization of classes, and outlining of work for the elementary scool.

4. Advanst Woodwork.—Junior or Senior College; 5 hours. A continuation of Course 2.

Prerequisit: Courses 1 and 2.

Courses in woodwork ar open only to those who hav had some experience with woodworking tools, and who hav a wood-working outfit, or who ar willing to equip themselvs.

5. Principles of Teaching as Applied to Industrial Arts Subjects.—4 hours.

Substitute for Education 1. Required of all first year students, and also of those in later classes who hav not had its equivalent, who ar majoring in the industrial group, including manual training, art, home economics, printing, bookbinding, stenografy, and elementary agriculture.

The course deals with the fundamentals of teaching industrial arts subjects, which includes a study of materials and processes. Correlation, e. g., inter-relation between included subjects and their relation to geografy, arithmetic, and other appliances for the illumination of subjects; the introduction of industrial arts subjects in the public sools, cost of equipment, supplies, etc. Observation of teaching in the training scool classes is part of this course when taken in residence.

Each student wil be expected to make a somewhat extensiv report on the history, development, and modern trend of the subjects he is preparing to teach.

7. Industrial Arts in Secondary and Trade Schools.—Senior College; 3 hours.

This course deals with the following subjects: Industrial Arts, Secondary and Trade Schools in foreign countries; the movement in the United States. A written report on required reading is expected.

10. Elementary Mechanical Drawing.—Junior College; 5 hours.

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.

15. Project Design.—Junior College; 2 hours.

This course has for its object the planning of objects suitable for the elementary school. Complete artistic working drawing, that will embody the best possible principles of artistic design, of things possible of execution in the elementary school, together with a short valuable bibliography of sources from which information was obtained.

17. Elementary Machine Design.—Junior or Senior College; 5 hours.

Here is treated the development of the helix and its application to V and square threads; conventions of material, screw threads, bolts and nuts, rivets, keys, etc. Sketches, drawings, and tracings are made from simple machine parts, such as collars, face plate, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in drawing couplings, hangers, valves, etc.

12. Architectural Drawing.—Junior or Senior College; 5 hours.

This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc. in

bilding construction in its application to work for barns, out-buildings, and residences. It also includes the making of tracings, blueprints, and specifications.

Prerequisite: Course 10.

13. **Advanst Arcitectural Drawing.**—Junior or Senior College; 5 hours.

This course is a continuation of Course 12 and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications of a residence or a public bilding of moderate cost.

Prerequisite: Courses 10 and 12.

ART.

WALTER F. ISAACS, B. S.

COURSES.

31. **Elementary Drawing and Design.**—Junior College; 5 hours.

Cross, A. K., *Freehand Drawing*. \$1.00. 1895. Ginn.

Prang Educational Co., *Art Education for High Schools*. \$1.25. 1908. Prang.

Sargent, Walter, *Fine and Industrial Arts in Elementary Schools*. 75c. 1912. Ginn.

Required work:

Ten pencil drawings from simple groups of objects. Five of these to be in outline, and five in light and shade.

Ten drawings from plants, in pencil, brush and ink, and color.

Five drawings from landscape in pencil.

Five designs, including units, borders, and surface patterns, using abstract forms, and conventionalized nature motifs.

Two original working drawings in pencil, and one sheet of lettering.

32. Applied Design.—Junior College; 5 hours.

Prang Educational Co., Art Education for High Schools.
\$1.25. 1908. Prang.

Batchelder, Ernest A., Design in Theory and Practice. \$1.75.
1910. Macmillan.

Required work:

Construction and decoration of a note book cover in cardboard and paper.

Construction and decoration of a blotter pad 11x14.

Application of an original stencil design on a pillow cover.

One rug design.

One design for a vase.

33. Water-color Painting.—Junior College; 5 hours.

Cross, A. K., Light and Shade. \$1.00. 1897. Ginn.

Required work:

Twelve studies from stil-life groups.

34. Design and Composition.—Junior College; 5 hours.

Batchelder, Ernest A., Design in Theory and Practice. \$1.75.
1910. Macmillan.

Required work:

Ten designs, including exercises in filling square and circular spaces; designs for wall paper, posters, and book covers.

36. History of Art.—Junior College; 5 hours.

Van Dyke, John C., History of Painting. \$1.50. 1899. Longmans.

Marquand and Frothingham, History of Sculpture. \$1.50.
1911. Longmans.

Hamlin, A. D., History of Architecture. \$2.00. 1895. Longmans.

38. Light and Shade.—Junior College; 5 hours.

Cross, A. K., Light and Shade. \$1.00. 1892. Ginn.

Required work:

Ten studies in charcoal from stil-life groups.

STENOGRAPHY.

L. A. HEILMAN, Pd. M., A. B.

COURSES.

No text book is necessary for the non-resident work in this subject. Upon payment of the non-resident fee of \$5.00, together with an additional \$2.00 for necessary printed matter, instructions for the first lesson will be forwarded from the school, together with a test exercise blank which is to be filled out and returned for correction.

1. Stenography.—Junior and Senior College; 5 hours.

This course includes six lessons on the principles of Gregg Shorthand. These lessons are to be studied with the aid of "Hints and Helps," which is to be ordered by the student direct from the publishers. When the test exercises for each lesson have been satisfactorily completed, the next lesson will be sent for study.

Gregg, John R., Hints and Helps for the Shorthand Student. 50c. 1912. Gregg Pub Co.

2. Stenography.—Junior and Senior College; 5 hours.

This course covers six lessons in the principles of Gregg shorthand. Follow directions given for Course 1.

3. Stenography.—Junior and Senior College; 5 hours.

Herrick, Cheesman A., Meaning and Practice of Commercial Education. \$1.25. 1904. Macmillan.

This course completes the study of the principles of Gregg shorthand. Follow the directions given for Course 1.

Stenography 3 includes also the study of "Meaning and Practice of Commercial Education," by Herrick. This book may be reported on at any time during the course.

BUSINESS ACCOUNTING.

FRANK W. SHULTIS, A. M.

The following courses are offered for those who wish to get some knowledge of elementary bookkeeping. The work is to be

done according to directions that will be furnished to the student after he enrolls.

1. **Elementary Accounting.**—3 hours.

Acquaintance with the journal, cash book and ledger.

Miner, George W., Bookkeeping, Introductory Course. 90c. Ginn.

2. **Elementary Accounting.**—3 hours.

Principles of wholesale merchandising. Purchase and sales books are introduced. Business is transacted with the bank.

Text-book is the same as for Course 1.

3. **Elementary Accounting.**—3 hours.

Partnership business. Goods handled on consignment. Interest and discount. Commercial drafts.

Text-book is the same as for Course 1.

4. **Farm Accounts.**—3 hours.

Courses 1 and 2 are prerequisites.

Bexel, J. A., and Nichols, F. G., Principles of Bookkeeping and Farm Accounts. 65c. A. B. C.

HOME ECONOMICS.

IDA MARSHALL, B. S.

MERLE KISSICK, A. B., Ph. B.

These courses in Home Economics may be taken only by students who have access to a good library.

COOKING.

10. **Methods of Teaching Cooking.**—Junior and Senior College; 4 hours.

The work of this course consists of the following:

1. Review of the following books:

Bevier and Usher, The Home Economics Movement.

Dewey, John, School and Society.

Dopp, Katherine, The Place of Industries in Elementary Education.

Kinne, Helen and Cooley, A. M. Foods and Household Management.

Forster and Weighley, Foods and Sanitation.

2. A detailed outline of the content of the subject.

3. A classification of the various types of schools in which cooking is taught, with a discourse on variation of the course of study to meet the needs of the different schools and communities.

4. Planning courses of study for elementary and high schools, stating grades or years in which work is given, also the number of days per week and length of time per lesson devoted to the work in each year.

5. Preparation of ten lesson plans, five theoretical and five laboratory lessons, on various typical articles of food.

6. Planning equipment for a cooking laboratory of a given size, in a given type of school, for a certain number of students and at a certain cost.

7. Making a list of books, first for the library of an elementary school when ten dollars is allowed for this purpose; second, for a library of a high school when twenty-five dollars is allowed.

Note.—Write to Whitcomb and Barrows, Hunting Chambers, Boston, Mass., for their "Publications on Domestic Science and Household Economics"; also to other prominent publishing companies for prices of books on Home Economics.

For study the following references are suggested:

I. Books.

1. Snedden, David, Vocational Education.

2. Johnston, Chas. H., The Modern High School, Chapt. 22.

3. Cooley, A. M., Domestic Art in Woman's Education.

4. McMurry, Chas., Method of the Recitation.

5. Kinne, Helen, Equipment for Teaching Domestic Science.

II. Miscellaneous.

1. Catalogs of schools.

2. Courses of study in Domestic Science.

3. Syllabus of Domestic Science and Art for High Schools of Illinois.

(This may be obtained from the University of Illinois.)

4. Report of the Committee on the Place of Industries in Public Education.

(Proceedings of N. E. A. for 1910.)

5. Russel, Jas. E., "School and Industrial Life," in Educational Review, Dec., 1909.

Note.—Prerequisite to this course is a one year course in elementary cooking in a college or a good two year course in a good high school.

3. **Methods in Household Art.**—4 hours.

A student desiring to take this work will write to the Instructor for the individual lesson outlines which are to be used throughout this course.

Bibliography.

Book Reviews.

1. Bureau of Labor Report, 1910.
2. Woolman and McGowan, Textiles.
3. Kinne and Cooley, Shelter and Clothing.
4. Cooley, Domestic Art in Woman's Education.
5. Watson, Textiles and Clothing.
6. Hapgood, School Needlework.
7. Woolman, A Sewing Course.
8. Butterick Publishing Co., Dressmaking.
9. Butterick Publishing Co., Sewing Course.
10. Laughlin, The Complete Dressmaker.

Reference Books, Educational.

1. Bagley, Educative Process.
2. Strayer, Teaching Process.
3. Snedden, Problems of Vocational Education.
4. Dewey, School and Society.
5. Butler, The Meaning of Education.
6. McMurray, The Method of the Recitation.

Economics and Budgets.

1. Richardson, The Woman Who Spends.
2. Richards, Ellen H., The Cost of Living.

3. Dopp, Katherine, Place of Industries in Elementary Education.
4. Baldwin, J. Mark, The Individual and Society.
5. Barnett, Young Delinquents.
6. Streightoff, The Standard of Living.
7. Abbott, Woman in Industry.
8. Hams, Beginning in Industrial Education.
9. Johnston, The Modern High School.
10. Butler, Women and the Trades.
11. Chapin, Standard of Living.
12. More, Wage Earner's Budget.
13. Report on Condition of Woman and Child Wage Earners in the U. S., 19 Vols.
14. Consumer's League Reports.
15. Mangold, Problems of Child Welfare.

Domestic Art Subject Matter.

1. Sewing. See books for review.
2. Handwork.
 - a. Sage and Cooley, Occupations for Little Fingers.
 - b. La Croix, Crochet, Knitting, Tatting, Basketry Books.
 - c. Columbia Series, Crochet, Knitting, Tatting.
 - d. Butterick Publishing Co., Embroideries and Their Stitches.
 - e. Priscilla Co., How to Make Baskets, by Mary White.
 - f. Hill, Millinery, Theoretical and Practical.
 - g. Goldenberg, Lace, Its Origin and History.
3. Costume.
 - a. Earle, Costumes of Colonial Times.
 - b. Earle, Ten Centuries of Dress in America.
 - c. Callthorp, English Costume.
 - d. Robida, Ten Centuries of Toilette.
 - e. Challamed, History of Fashion in France.
4. Textiles.
 - a. Woolman and McGowan, Textiles.
 - b. Barber, Textiles.

- c. Aschenhurst, Weaving and Designing.
 - d. Bennett, Cotton Glossary.
 - e. Matthews, Textile Fibers.

 - 5. Hygiene.
 - a. Roseneau, Preventive Medicine and Hygiene.
 - b. Harrington, Manual of Hygiene.
 - c. Pyles, Personal Hygiene.
 - d. Cavanagh, The Care of the Body.

 - 6. Laundry.
 - a. Rose, The Laundry.
 - b. Balderston and Limerick, Laundry Manual.
 - c. Braunt, The Practical Dry Cleaner, Scourer and Garment
- Dyer.
- d. Vail, Approved Methods for Home Laundering.

 - 7. Design.
 - a. Clifford, Philosophy of Color.
 - b. Crane, Color, Dress and Needlework.
 - c. Day, Some Principles of Everyday Art.
 - d. Mrs. Candace Wheeler, Household Art.
 - e. Hamlin, History of Architecture.
 - f. Macquoid, History of English Furniture.
 - g. Morse, Furniture of Olden Times.

Consideration is given in this course to the following points: 1, Types of schools (elementary, secondary, higher) and variation of curriculum with school; 2, the subject matter of Domestic Art and the relation between Domestic Art and Domestic Science; 3, bases upon which Domestic Art is placed in the curriculum in relation to aim, content, and desired results; 4, courses of study and lesson plans with the planning of these to meet conditions of varying types of schools; 5, equipment for Domestic Art as demanded by a wider range of school conditions.

EDUCATION.

THOMAS C. McCracken, A. M.

ZACHARIAH XENEPHON SNYDER, Ph. D.

WILLIAM BARNARD MOONEY, Pd. B., A. B.

For the study of Education and the successful practice of teaching, there is needed a professional background which shall include a knowledge of the essentials of the life process, of the social process, and of the mental process, as well as the three more narrowly professional lines of work—the fundamentals of method, of theory, and preliminary practice teaching under the guidance and direction of experts. Consequently there are the following elements of required professional work.

18a. Biotics in Education. Heredity and Education.—Required of Senior College students; 3 hours

Thomson, J. Arthur, *Heredity*. \$3.50. 1908. Putnam.

Weismann, August, *Essay on Heredity*, Vol. I. \$2.00. Oxford. President Snyder.

18b. Biotics in Education. Evolution and Education.—Required of Senior College students; 3 hours.

Jordan, David Starr, *Footnotes to Evolution*. \$1.75. 1898. Appleton.

Jordan and Kellogg, *Evolution and Animal Life*. \$2.50. 1907. Appleton.

Darwin, Charles, *Origin of Species* (any good edition). President Snyder.

18c. Biotics in Education. Motorization and Education.—Required of all Senior College students; 3 hours.

Bawden, Henry H., *Principles of Pragmatism*. \$1.50. 1910. Houghton.

Dewey, John, *Studies in Logical Theory*. \$1.50. Univ. of Chicago.

Schiller, F. C. S., *Humanism*. \$2.75. 1903. Macmillan. President Snyder.

Note:—Some substitutes for the books in the three courses in Biotics may be arranged for if the student desires.

The courses in Education are designed to meet the needs of all classes of teachers, from the Kindergarten to the High School. Hence, in addition to courses of a general character, many are offered that are intended to give a more expert training to teachers who are preparing especially for the kindergarten, the primary grades, the intermediate grades, the higher grades, the high school and various classes of supervisory and administrative work.

The numbers attached to the various courses indicate nothing as to the order in which these courses must be taken.

10. History of Education.—Junior and Senior College; elective; 5 hours.

This course in non-residence corresponds in a general way to the series of courses scheduled in the regular catalog as Courses 10, 32, and 33 in Education. It is designed to give the student a general view of the whole field of the history of education. Those who wish to pursue a more specialized course, or to complete only a part of the course, should correspond with the instructor regarding the requirements of such a course.

Credit for this course will be based on the study of five books or sets of books according to the directions given in Course 11. Books to be used:

1. Choose (a) or (b).

(a) Monroe, Paul, Text-Book in the History of Education. \$1.90. 1905. Macmillan.

(b) Graves, Frank P., A History of Education, 3 vols. \$1.10 each. 1909, 1910, 1913. Macmillan.

2. Choose one:

Misawa, Tadsu, Modern Educators and Their Ideals. \$1.25. 1909. Appleton.

Parker, S. C., History of Modern Elementary Education. \$1.50. 1912. Ginn.

3. Paulsen, F., German Education. \$1.25. 1908. Scribner.

4. Choose one:

Woodward, Wm. H., *Education During the Renaissance*. \$1.50. 1906. Putnam.

Woodward, Wm. H., *Vittorino da Feltre*. \$1.60. 1905. Putnam.

5. Choose one:

Laurie, S. S., *Rise and Constitution of Universities*. \$1.50. 1891. Appleton.

Norton, Arthur O., *Readings in the History of Education—Mediaeval Universities*. 85c. 1909. Harvard Univ.

Thesis Topics—Write two thousand words on any one:

1. The ideal of a "liberal education"; its origin and nature in Greek education; its revival and development in the Renaissance movement; its modification and reconstruction thru the scientific movement and the growth of a larger social conception of education.

2. Physical education; trace the rise and fall of the curve of interest in the place of the body in education thru the main periods of the history of education, and connect the same with the general conceptions of the aims and purposes of life that prevailed.

3. The essential characteristics of "Scolasticism." The persistence of the spirit and essence of scolasticism beyond the historic era of "Scolasticism." Elements of scolasticism that still cling to ideals, methods, and practices with which you are acquainted in the work of the schools of the present.

4. The most characteristic contributions of the Renaissance movement to the curriculum and the educational ideals of the Nineteenth Century.

5. A discussion of the essential elements in Rousseau's doctrine of "Naturalism," and of the naturalistic elements in the educational theory and practice of today.

6. Starting with Pestalozzi, trace the most significant stages of progress in method, or the teaching process, involved in the work of Pestalozzi, Herbart, and Froebel.

7. The most significant advance movements in the educational life of America since the Civil War.

Mr. McCracken.

11. **Principles of Education.**—Junior College, second year; required, 4 hours.

Note.—If Course 1 (Training 1) in Education is taken in non-residence, Course 11 must be taken in residence.

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

Directions.

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

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

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

(3) A series of two theses (from 1,000 to 1,500 words in length) on assigned topics, the theses to draw upon all the available material of the course, wherever found, and to represent some degree of originality and constructive power in the treatment of the material. These papers should be concise and to the point, the treatment of the various pages of the topic having regard to a well-rounded discussion within a brief compass.

Books to be used.

1. Choose one:

Ruediger, Wm. C., *Principles of Education*. \$1.25. 1910. Houghton.

Henderson, E. N., *Text Book in the Principles of Education*. \$1.75. 1910. Macmillan.

2. Choose one:

Bagley, Wm. C., *The Educative Process*. \$1.25. 1905. Macmillan.

Dewey, John, *How We Think*. \$1.00. 1910. Heath.

3. Thorndike, Edward L., *Education*. \$1.25. 1912. Macmillan.

4. Horn, H. H., *The Philosophy of Education*. \$1.50. 1906. Macmillan.

Thesis Topics—Write on any two:

1. A critique of various characteristic formulations of the meaning and aim of education.

2. An essay on "Play," in which (1) play, work and drudgery are distinguished and compared, and discussed in terms of practical school work; (2) play, games, gymnastics, and athletics are distinguished and compared with special reference to making clear the specific value of each in education.

3. A critique of the "developing method," including an account of the developing method as ordinarily used, a criticism of its psychology, and a suggested reconstruction in harmony with the principles of functional psychology.

4. The esthetic element in education; the provision already made for it in the curriculum of the elementary school; its justification; question of adequacy of recognition given to it.

5. The specific functions of the different school subjects commonly taught in the elementary school, such as arithmetic, language, nature study, music, geography, history, etc.; or the main educational values of each.

6. The respective functions and interrelations of the liberal and the vocational elements in education.

Mr. McCracken.

12. **Current Social Movements in Education.**—Junior College and Senior College. Elective; 3 hours.

This course is designed to give the pupil an acquaintance with the various movements that are broadening the scope of education and widening the general usefulness of the school to society. Among those most prominently considered are the social center movement, the playground movement, the vocational movement,

the movement for systematic moral instruction, and the general reconstructions of subject matter and method that grow out of changing conceptions of educational values and the growing demand that the school shall more completely realize its full social function.

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

Books to be used:

1. Choose one:

Perry, Clarence A., Wider Use of the School Plant. \$1.25.
1910. Charities Pub. Com.

Denison, Elsa, Helping School Children. \$1.40. 1912. Harper.

2. Tenth Year Book (1911) of the National Society for the Study of Education, Part 1, The City School as a Community Center, and Part 2, The Rural School as a Community Center. 75c. University of Chicago Press.

3. Choose one:

Kerschensteiner, Georg, Education for Citizenship. 75c.
1911. Rand.

Leavitt, Frank M., Examples of Industrial Education. \$1.25.
1912. Ginn.

4. Choose four:

Cubberley, E. P., Changing Conceptions of Education. 35c.
1909. Houghton.

Snedden, David, The Problem of Vocational Education. 35c.
1910. Houghton.

Bloomfield, Meyer, Vocational Guidance. 60c. 1911. Houghton.

Perry, A. C., Status of the Teacher. 35c. 1912. Houghton.

Eliot, C. W., Education for Efficiency. 35c. 1909. Houghton.

Weeks, Ruth M., The People's School. 60c. 1912. Houghton.

Cabot, Ella Lyman, Volunteer Help to the Schools. 60c.
1914. Houghton.

Thesis Topics—Choose any two:

1. Characteristic current movements that all hav as their common impulse "the wider use of the scool plant." A summary and brief description of as many of these movements as possible.

2. The demand for a larger provision for vocational education. Conditions which hav created the demand. The nature and extent of the vocational movement in the United States.

3. Comparison of the provision made for vocational education in Germany with that in the United States.

4. The scool viewed as a community center. How could its usefulness to society be increased?

5. The playground equipment that is practicable for and within the reach of the ordinary one-room scool of Colorado. Discussion of the organization of the play activities of such a scool.

6. Growth in the consciounes of social responsibility for the varius groups of children that ar not to be clast as "average" or "normal."

7. The increasing pressure on the scool for systematic moral education.

8. Changing estimates of the values of traditional subjects of study. The resulting changes in courses of study and in the content of common scool subjects, such as arithmetic, geografy, grammar, etc.

Mr. McCracken.

23. Special Reserch Course.—Senior College. Electiv.

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

Mr. McCracken.

24. Administration of City and Town Scools.—Junior and Senior College; 5 hours.

This course is intended for persons who want a course that wil giv them a larger view of the administration problems of the city scool.

This course is intended for teachers of rural and village schools.

Hollister, Horace A., *The Administration of Education in a Democracy*. \$1.25. 1914. Scribner.

Perry, Arthur C., *Outlines of School Administration*. \$1.40. 1912. Macmillan.

Holmes, William H., *School Organization and the Individual Child*. \$2.00. 1912. Davis Press.

Cubberley, Ellwood P., *State and County Educational Reorganization*. \$1.25. 1914. Macmillan.

Mr. Mooney.

25. Foren Educational Systems.—Junior and Senior Colleges; 5 hours.

Course 25 is intended for teachers who want to know the significant phases of foreign systems of education.

Paulsen, Friedrich, *German Education*. \$1.25. 1908. Scribner.

Bolton, Frederick E., *The Secondary School System of Germany*. \$1.50. 1900. Appleton.

Russell, James E., *German Higher Schools*. \$2.50. 1907. Longmans.

Farrington Frederic E., *French Secondary Schools*. \$2.50. 1910. Longmans.

Brereton, C. S., *Studies in Foreign Education*. \$1.60. 1913. Houghton.

Mr. Mooney.

9. Rural and Village School Administration.—Junior and Senior Colleges; 5 hours.

1. Seerley, Homer H., *The Country School*. \$1.00. 1913.

2. Foght, Harold W., *The American Rural School*. \$1.25. 1910. Macmillan.

3. McKeener, William A., *Farm Boys and Girls*. \$1.50. 1912.

3. Bagley, William C., *School and Class Room Management*. \$1.25. 1907. Macmillan.

5. Cubberley, Ellwood P., *Rural Life and Education*. \$1.50. Macmillan.

Mr. Mooney.

THE TRAINING DEPARTMENT.

Members of the Training Department offering courses in non-residence:

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

JOHN R. BELL, A. M., Litt. D., Principal of the High School.

GEORGE E. FREELAND, A. B., A. M., Principal of the Elementary School.

JENNIE LYNN GREEN, Seventh Grade Training Teacher.

MARGARET STATLER, A. B., Third Grade Training Teacher.

BELLA BRUCE SIBLEY, A. B., Second Grade Training Teacher.

KATHRYN M. LONG, A. B., First Grade Training Teacher.

MILDRED DEERING JULIAN, B. S., Kindergarten Training Teacher.

The Training Department of The State Teachers College includes both practis teaching in all parts of a public school system, and courses in Methodology, Organization of the Curriculum, and School Administration that are closely related to the required teaching. On account of the practical character of such courses, it is difficult for them to be given in non-residence, but a few are outlined below. The teaching is usually done in residence. A detailed statement in regard to the conditions under which public school experience will be accepted in lieu of practis teaching in the Training School may be found on page 8 of this bulletin.

Courses.

1. **Principles of Teaching.**—Required as a prerequisite to teaching. Junior and Senior College; 4 hours.

Charters, W. W., Teaching the Common Branches. \$1.35. 1913. Houghton.

Strayer, George D., A Brief Course in the Teaching Process. \$1.25. 1911. Macmillan.

McMurry, F. M., How to Study and Teaching How to Study. \$1.25. 1909. Houghton.

Dewey, John, (a) *The Child and the Curriculum*. 25c. 1902. Univ. of Chicago.

(b) *The Educational Situation*. 50c. 1902. Univ. of Chicago.

Students are expected to write brief summaries of the books—about two to four pages for each chapter. They are also required to write an additional paper describing from their own point of view the chief types of lessons and the characteristics of each, and further to submit a detailed description of the way in which they would teach three typical lessons, indicating for what grade of school work these lessons have been prepared.

Mr. Hugh.

2. Elementary School Teaching.—Required of students preparing to be elementary school teachers.

Fifteen hours are required of Junior College students. Twenty additional hours are required of Senior College students.

Mr. Hugh and Mr. Freeland.

5.* Primary Methods.—Junior and Senior College; 4 hours.

Bailey, Carolyn Sherwin, *For the Story Teller*. \$1.50. 1913. Bradley.

Huey, Edmund Burke, *Psychology and Pedagogy of Reading*. \$1.40. 1908. Macmillan.

Thompson, Mary Elizabeth, *Psychology and Pedagogy of Writing*. \$1.25. 1911. Warwick and York.

Suzzallo, Henry, *The Teaching of Primary Arithmetic*. 60c. 1911. Houghton.

Speyer School Curriculum (Grades 1 and 2). 50c. Latest, Teachers College.

Curriculum of the Horace Mann School. (Grades 1 and 2). 60c. Latest, Teachers College.

This course is designed for teachers of the first and second grades. A general knowledge of child study, psychology, and the principles of teaching is a prerequisite. The student will (1)

* One only of Courses 5, 6, and 7 may be taken in non-residence.

giv a brief synopsis of the four books listed, (2) draw up a brief course of study for the first or second grade, based on the suggestions in the books and pamphlets, and (3) giv a detail description of six typical lessons, three for the first month of the first scool year, and three for any time after the sixth month of the first scool year.

Miss Long.

6.* **Primary Methods.**—Junior and Senior College; 4 hours. Thorndike, Edward L., Education. \$1.50. 1913. Macmillan. Suzzallo, Henry, The Teaching of Primary Arithmetic. 60c. 1913. Houghton.

Sweet, Henry, Sounds of English. 60c. 1907. Oxford Press. Huey, Edmund Burke, Psychology and Pedagogy of Reading. \$1.50. 1908. Macmillan.

Bryant, Sara Cone, How to Tell Stories to Children. \$1.00. 1905. Houghton.

The emfasis for this course is on the second grade work. A thesis of about one thousand words, on the function of reading, number work, and the story, in the life of the child of seven years is required; also a ritten synopsis of the above mentiond books.

Mrs. Sibley.

7.* **Third and Fourth Grade Methods.**—Junior and Senior College; 3 hours.

Huey, Edmund Burke, Psychology and Pedagogy of Reading. \$1.40. 1908. Macmillan.

Smith, David E., Teaching of Arithmetic. \$1.00. 1913. Ginn. Thompson, Mary E., Psychology and Pedagogy of Writing. \$1.25. 1911. Warwick and York.

Lyman, Edna, Story Telling—What to Tell and How to Tell It. \$1.00. 1910. McClurg; or.

St. John, Edward P., Stories and Story Telling. 60c. 1910. Pilgrim Press; or,

Bryant, Sara Cone, How to Tell Stories to Children. \$1.00. 1905. Houghton.

Strong, Frances L., All the Year Around, 4 vols. (any 2). 30c a volume. 1896. Ginn; or,

Morley, Margaret, Butterflies and Bees. \$1.00. 1903. Ginn.

Speyer School Curriculum. 50c. Latest, Teachers College.
 Horace Mann School Curriculum. 60c. Latest, Teachers
 College.

The requirements for this course are as follows: (1) a curriculum of either third or fourth grade work. (The student is referred to the Speyer School Curriculum and the Curriculum of the Horace Mann School); (2) a daily program for grades 3 and 4; (3) a bibliography of not less than twenty stories suitable for these grades, at least ten of the stories mentioned to be outlined; and (4) brief outlines of the books mentioned in the bibliography.

Miss Statler.

9. **Grammar Grade Methods.**—Junior and Senior College; 4 hours.

McMurry, Frank M., Elementary School Standards. \$1.50; 1911. The World Book Co.

Dewey, John, How We Think. \$1.00. 1910. Heath.

King, Irving, The Psychology of Child Development. \$1.00. 1903. Univ. of Chicago.

Ninth Year-Book of the National Society for the Study of Education. 65c. 1910. Univ. of Chicago.

The Speyer School Curriculum. 50c. Latest, Teachers College.

Grammar Grade Methods. Gratis. State Teachers College of Colorado.

(This pamphlet will be mailed to those taking the course.)

The directions for this course are as follows:

1. Summarize Dewey's **How We Think**. How is it related to elementary school standards?

2. According to McMurry, what principles underlie the selection of subject-matter for a curriculum, and how are those principles related to those which govern the selection of method? Show this by full discussion and by some unit of subject-matter selected and organized by you for a definite grade in a particular locality, and the plans for presenting it to the pupils, written in full. (The unit of subject-matter should cover not less than one month's work in that subject.)

3. Make clear in full discussion the provision made by the Speyer School Curriculum for hygiene in the grammar grades. Why is it so organized? Discuss the methods implied by its organization; give your opinions of them and your basis for such opinions.

4. What is the relation of curriculum and method to discipline in the grammar grades? Make your discussion concrete.

Miss Green.

16. School Hygiene.—Junior and Senior College; 5 hours.

1. The hygiene of the teacher.

Terman, Lewis M., *The Teacher's Health*. 60c. 1913. Houghton.

Hyde, William DeWitt, *The Teacher's Philosophy*. 35c. 1910. Houghton.

2. The Hygiene of the School Child.

Terman, Lewis M., *The Hygiene of the School Child*. \$1.65. 1914. Houghton.

Allen, W. H., *Civics and Health*. 85c. 1909. Ginn.

3. American School Houses. Gratis. 1910. U. S. Bureau of Education, Washington, D. C. Bulletin No. 5.

Dresslar, F. B., *School Hygiene*. \$1.25. 1913. Macmillan.

Dresslar, F. B., *The School Building*. Gratis. 1912. U. S. Bureau of Education.

This course considers the subject under three divisions as outlined above. The first division considers the dangers peculiar to the work of teachers and the means which they should adopt to overcome them; the second, the care and protection of the child, the laws of his physical growth, and length of lessons that are hygienic for the different ages; and the third, sanitation, school furniture, lighting, ventilation, etc. The student should make abstracts of the books mentioned and submit a paper of not less than ten pages on some theme included in the above work.

Mr. Freeland.

30. High School Teaching.—Required of students preparing to be high school teachers; Senior College.

Twenty hours are required of Senior College students in addition to the fulfilment of the requirements for the Junior College.

Mr. Hugh and Dr. Bell.

33. **High School Administration.**—Senior College; 4 hours.
Brown John Franklin, *The American High School*. \$1.40.
1909. Macmillan.
Hollister, Horace A., *High School Administration*. \$1.50.
1909. Heath.
De Garmo, Charles, *Principles of Secondary Education*.
\$1.25. 1907. Macmillan.
Johnston, Charles Hughes, *The Modern High School*. \$1.75.
1914. Scribner.

These books constitute the required reading. The following topics are suggested for study: General aims of secondary education; relation of the high school to the elementary school and college; causes of elimination and retardation of high school pupils; high school courses of study; various types of high schools; specialization in high school; management of adolescents; organization and administration of high schools. In addition to the summary of the books, candidates are expected to prepare a paper on one of the topics.

Dr. Bell.

40. **Kindergarten Teaching.**—Required of students preparing to be kindergarten teachers.

Fifteen hours are required of Junior College students. Twenty additional hours are required of Senior College students. In the Junior College twenty hours, instead of fifteen, are required for students majoring in kindergarten and primary teaching.

Mr. Hugh and Miss Julian.

41. **Kindergarten Theory.**—Junior College; 3 hours.

Dewey, John, *The School and Society*. \$1.00. 1900. Univ. of Chicago.

O'Shea, M. V., *Dynamic Factors in Education*. \$1.25. 1906. Macmillan.

Montessori, Maria, *The Montessori Method*, Chaps. 5 and 6. \$1.75. 1912. Stokes.

Burnham, W. H., *Hygiene of the Kindergarten Child*. *Kindergarten Review*. 15c. 1904. Milton Bradley.

Smith, Meredith, Development of Reasoning in Young Children. Teachers College Record, Jan., 1914. 30c. Teachers College.

This course is a study of the general principles of education and their application to kindergarten practice. Reviews of the books and articles will be given together with the student's opinion of their application to the kindergarten.

Miss Julian.

47. **The Materials of the Kindergarten.**—Junior College; 3 hours.

Froebel, Education of Man. Pages 47 to 56, 97 to 114. \$1.50. 1904. Flanagan.

Bryant, S. C., How to Tell Stories to Children. \$1.00. 1905. Houghton.

Blow, S. E., The Kindergarten. \$1.25. 1913. Houghton. (Second Report by Patty S. Hill.)

Brown, Grace L, Play Motive and Experimental Method in Kindergarten Occupations. Teachers College Record, Jan., 1914. 30c. Teachers College.

Palmer, L. A., Principles Underlying the Organization of Kindergarten Materials. Teachers College Record, Jan., 1914. 30c. Teachers College.

This course is a study of the different phases of the kindergarten curriculum, including stories, games, and construction. The student will (1) give a synopsis of the books and articles with her opinion and discussion and (2) write out (a) some story as she would tell it to children in kindergarten, with her reasons for selecting the story, (b) a game in the same way, and (c) a lesson in building, clay modeling, or some other occupation, with her aim in giving the lesson.

Miss Julian.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, Ph. D.

In doing the work prescribed for the following courses, the students are requested to continue their reading on a section

or chapter until they can rite out the main thought with some completenes, without referring to the text. Usually from 3 to 8 pages wil suffice for a chapter. There ar a few exceptions to these directions. For book 3, course 1, perform and rite out the experiments as directed in the introduction of the book. For book 2, course 1, answer the questions at the close of the sections.

Courses.

1. **General Sycology.**—Junior College; 4 hours required.

Pillsbury, Walter B., *Essentials of Psychology*. \$1.25. 1911. Macmillan.

Ebbinghaus, Termann, *Elementary Psychology*. \$1.00. 1908. Heath.

Witmer, Lightner, *Analytic Psychology*. \$1.50. 1902. Ginn.

The course is designd to giv the student a knolege of the nature of mental processes and their relation to each other, to the activity of the nervus system and to the stimuli of the external world.

2. **Child Study.**—Junior and Senior College; 3 hours. Electiv.

Chance, Mrs. Burton, *The Care of the Child*. \$1.00. 1909. Penn.

Shinn, Millicent, *The Biography of a Baby*. \$1.50. 1900. Houghton.

Tanner, Amy, *The Child*. \$1.25. 1904. Rand.

Two of the following books:

Abbott, Ernest, *On the Training of Parents*. \$1.00. 1908. Houghton.

Addams, Jane, *The Spirit of Youth, etc.* \$1.25. 1909. Macmillan.

Smith, Theodate L. (ed.), *Aspects of Child Life*. \$1.50. 1907. Ginn.

Hutchinson, Woods, *We and Our Children*. \$1.20. 1911. Doubleday.

Kirpatrick, Edwin A., *The Individual in the Making*. \$1.25. 1911. Houghton.

Moll, Albert, *Sexual Life of the Child*. \$1.75. 1912. Macmillan.

Mumford, Edith, *The Dawn of Character*. \$1.20. 1910. Longmans.

Puffer, Joseph A., *The Boy and His Gang*. \$1.00. 1912. Houghton.

Taylor, Chas. K., *Character Development*. \$1.00. 1913. Winston.

Tyler, John M., *Growth and Education*. \$1.50. 1907. Houghton.

Swift, Edgar, *Youth and the Race*. \$1.50. 1912. Scribner.

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

3. Clinical Psychology.—Junior College and Senior College; 3 hours. Elective.

Cornell, Walter, *Health and Medical Inspection*. \$3.00. 1912. Davis.

Lapage, Charles P., *Feeble-mindedness in Children of School Age*. \$1.60. 1911. Longman.

Two of the following books:

Bancroft, Jessie H., *The Posture of School Children*. \$1.50. 1913. Macmillan.

Bluemel, Charles S., *Stammering and Cognate Speech Defects*, 2 vols. \$5.00. 1913. Stechert.

Dressler, Fletcher B., *School Hygiene*. \$1.25. 1913. Macmillan.

Goddard, Henry H., *The Kallikak Family*. \$1.50. 1912. Macmillan.

Holmes, Arthur, *The Conservation of the Child*. \$1.25. 1912. Lippincott.

Holmes, Wm., *School Organization and the Individual Child*. \$2.00. 1912. Davis Press.

Maennel, Bruno, *Auxiliary Education*. \$1.50. 1909. Doubleday.

Morgan, Barbara, *The Backward Child*. \$1.25. 1914. Putnam.

Scripture, Edward W., *Stuttering and Lipping*. \$1.50. 1912. Macmillan.

Terman, Lewis, *Hygiene of the School Child*. \$1.65. 1914. Houghton.

Town, Clara, *Method of Measuring Intelligence*. \$1.00. 1913. Chicago Med.

Warner, Francis, *The Study of Children*. \$1.00. 1897. Macmillan.

Witmer, Lightner, *The Special Class for Backward Children*. \$1.50. 1912. Psychol. Clinic.

The aim of the course is to familiarize the student with some of the factors which retard the progress of the school child.

PUBLISHERS' ADDRESSES.

- Allyn—Allyn and Bacon, 623 S. Wabash Ave., Chicago.
Am. Bk.—American Book Co., 1104 S. Wabash Ave., Chicago.
Appleton—Daniel Appleton and Co., 533 S. Wabash Ave., Chicago.
Atkinson—Atkinson, Mentzer and Grover, 318 W. Washington St., Chicago.
Baker—Baker and Taylor Co., 33 E. 17th St., New York.
Barnes—A. S. Barnes and Co., 381 4th Ave., New York.
Blakiston—P. Blakiston, Son and Co., 1012 Walnut St., Philadelphia, Pa.
Bradley, M.—Milton Bradley Co., 49 Willow St., Springfield, Mass.
Century—Century Co., 33 E. 17th St., Union Square, New York.
Charities Pub. Com., Charities Publication Committee, 105 E. 22nd St., New York.
Chicago Med.—Chicago Medical Book Co., 132 N. Wabash Ave., Chicago.
Davis Press—Worcester, Mass.
Doubleday—Doubleday, Page and Co., Garden City, N. Y.
Flanagan—A. Flanagan Co., 521 S. Wabash Ave., Chicago.
Ginn—Ginn and Co., 2301 Prairie Ave., Chicago.
Gregg Pub. Co.—32 S. Wabash Ave., Chicago.
Hamersly—Lewis R. Hamersly Co., 1 W. 34th St., New York.
Harper—Harper and Brothers, Franklin Sq., New York.
Harvard University—2 University Place, Cambridge, Mass.
Heath—D. C. Heath and Co., 623 S. Wabash Ave., Chicago.
Herrick Book and Stationery Co., 954 15th St., Denver, Colo.
Hinds—Hinds, Noble and Eldrege, 31 W. 15th St., New York.
Holt—Henry Holt and Co., 34 W. 33rd St., New York.
Houghton—Houghton, Mifflin Co., 623 S. Wabash Ave., Chicago.
Little—Little, Brown and Co., 34 Beacon St., Boston.
Longmans—Longmans, Green and Co., 443 4th Ave., New York.
McClurg—A. C. McClurg and Co., 218 S. Wabash Ave., Chicago.
Macmillan—Macmillan Co., 66 5th Ave., New York.
Merrill—C. E. Merrill Co., 44 E. 23rd St., New York.
Oxford—Oxford University Press, 29 W. 32nd St., New York.
Page—L. C. Page and Co., 53 Beacon St., Boston.
Penn—Penn Pub. Co., 923 Arch St., Philadelphia.

- Pilgrim Press—120 S. Wabash Ave., Chicago.
Prang—Prang Educational Co., 358 5th Ave., New York.
Presser—Theodore Presser, 1708 Chestnut St., Philadelphia.
Psychological Clinic—W. Philadelphia Station, Philadelphia.
Putnam—G. P. Putnam's Sons, 2 W. 45th St., New York.
Rand—Rand-McNally and Co., 160 Adams St., Chicago.
Scott—Scott, Foresman and Co., 623 S. Wabash Ave., Chicago.
Scribner—Charles Scribners Sons, 153 5th Ave., New York.
Silver—Silver, Burdett and Co., 239 39th St., New York.
Stokes—F. A. Stokes Co., 443 4th Ave., New York.
Teachers College—Columbia University, 525 W. 120th St., N. Y.
University of Chicago Press—58th St., Ellis Ave., Chicago.
Van Nostrand—D. Van Nostrand Co., 25 Park Place, New York.
Warwick and York—Baltimore, Md.
Wiley—John Wiley and Sons, 42 E. 19th St., New York.
World Book Co.—Park Hill, Yonkers-on-Hudson, New York.

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