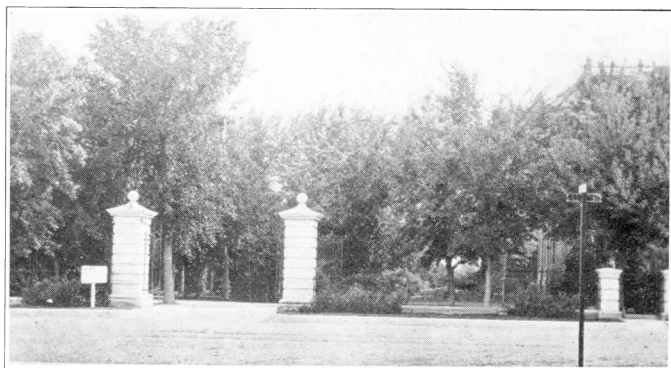


The State Teachers College of Colorado

SUMMER TERM
1915

JUNE 21 TO JULY 30



The West Gate.

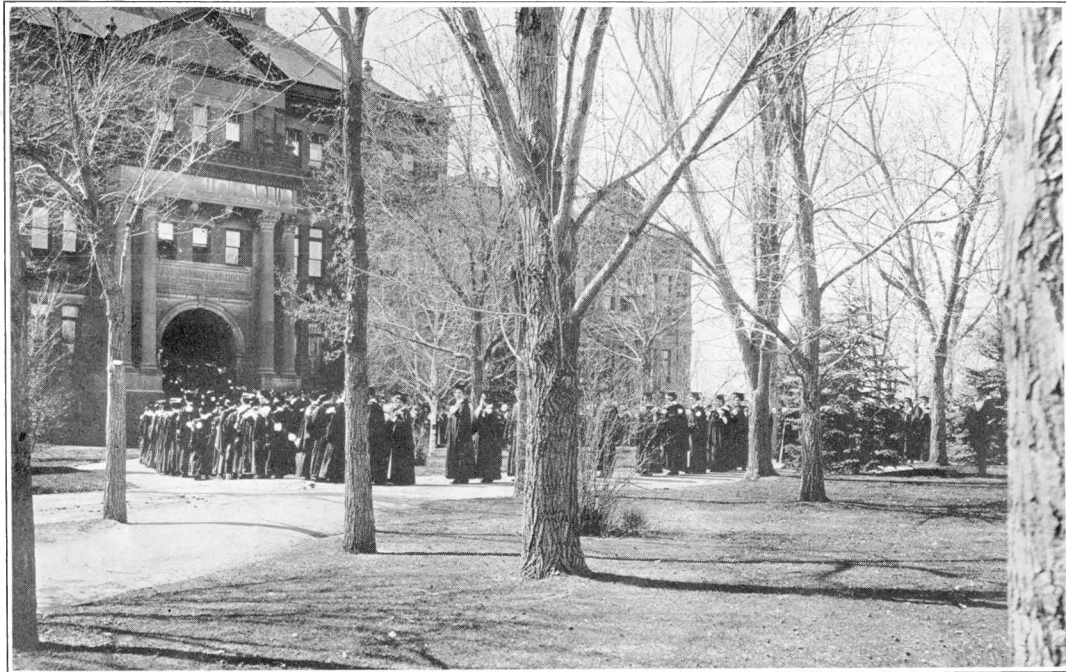
Bulletin of the State Teachers College of Colorado

Series XIV

APRIL, 1915

No. 6

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



An Academic Procession.

The Faculty

Regular Faculty of the State Teachers College of Colorado

- ZACHARIAH XENOPHON SNYDER, PH.D., LL.D., President. Professor of Education.
- JAMES HARVEY HAYS, A.M., Vice-President, Dean of the College and of Non-Resident and Summer Term Work, and Professor of Latin and Mythology.
- HELEN GILPIN-BROWN, A.B., Dean of Women.
- ARTHUR EUGENE BEARDSLEY, M.S., Director of the Sciences, and Professor of Biology and Educational Biology.
- ELIZABETH HAYS KENDEL, Pd.M., Training Teacher. Professor of Intermediate Education.
- SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Practical Arts, and Professor of Industrial Education.
- DAVID DOUGLAS HUGH, A.B., A.M., Dean of the Training School, and Professor of Education.
- FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science.
- BELLA BRUCE SIBLEY, Pd.B., A.B., Training Teacher, and Professor of Primary Education.
- GURDON RANSOM MILLER, PH.B., A.M., Dean of the Senior College, and Professor of Sociology and Economics.
- FRANCES TOBEY, B.S., Dean of the Junior College, and Professor of Reading and Interpretation.
- ETHAN ALLEN CROSS, A.B., PH.M., Professor of Literature and English.
- ALBERT FRANK CARTER, A.B., M.S., Librarian, and Professor of Bibliography.
- JOHN THOMAS LISTER, A.B., PH.B., Professor of Modern Foreign Languages.
- WILLIAM BARNARD MOONEY, Pd.M., A.B., School Visitor, and Professor of School Administration. Supervisor of Practis Teaching Summer, 1915.
- JACOB DANIEL HELLMAN, PH.D., Professor of Psychology and Child Study.
- ALICE I. YARDLEY, Pd.B., Assistant Librarian, and Professor of Library Work.
- LULU HELLMAN, Pd.B., A.B., Training Teacher, and Professor of Commercial Education.

FRANK W. SHULTIS, A.B., A.M., Training Teacher, and Professor of Business Education.

KATHRYN M. LONG, B.S., A.B., Training Teacher, and Professor of Primary Education.

EMMA C. DUMKE, High School Reading and Modern Foreign Languages.

JOHN T. MCCUNNIFF, A.B., Assistant Professor in Industrial Arts—Printing and Mechanical Drawing.

MAX SHENCK, Assistant in Industrial Arts—Bookbinding.

GEORGE WILLIAM FINLEY, B.S., Professor of Mathematics.

MARGARET STATLER, Pd.B., A.B., Training Teacher, and Professor of Primary Education.

GRACE CUSHMAN, Pd.B., Assistant Librarian, and Professor of Library Work.

GEORGE A. BARKER, M.S., Professor of Geology, Physiography, and Geography.

JOHN R. BELL, A.B., A.M., D.LITT., Principal of the High School, and Professor of Secondary Education.

RAE E. BLANCHARD, A.B., Teacher of English, High School Department.

AMY RACHEL FOOTE, A.B., Assistant Training Teacher, and Professor of Grammar Grade Education.

CHARLES M. FOULK, Pd.B., Assistant in Manual Training.

GEORGE EARL FREELAND, A.B., A.M., Training Teacher, and Principal of the Elementary School.

AGNES HOLMES, Pd.M., Assistant in Industrial Arts.

JENNY LIND GREEN, Training Teacher, and Professor of Grammar Grade Education.

WALTER ISAACS, B.S., Professor of Fine and Applied Arts.

MILDRED DEERING JULIAN, B.S., Training Teacher, and Professor of Kindergarten Education.

JOHN CLARK KENDEL, A.B., Director, and Professor of Public School Music.

MARGARET JOY KEYES, A.B., Assistant in Physical Interpretation.

MERLE KISSICK, B.A., Ph.B., Professor of Domestic Science.

CELIA LAWLER, Pd.M., Training Teacher, and Professor of Primary Education.

NELLIE BELDEN LAYTON, Pd.B., Assistant in Music—Piano.

ROYCE REED LONG, A.B., Professor of Physical Education.

IDA MARSHALL, B.S., Director, and Professor of Domestic Science.

- THOMAS C. MCCrackEN, A.B., A.M., Dean of the Graduate College, and Professor of the Science and Art of Education.
 FREIDA B. ROHR, Pd.M., Assistant Training Teacher, and Professor of Grammar Grade Education.
 EDWIN B. SMITH, B.S., Professor of History and Political Science.
 CHARLES HALL WITHINGTON, M.S., A.M., Professor of Science in the High School, and Agriculture.

- VERNON MCKELVEY, Secretary to the President.
 A. J. PARK, Secretary of the Board of Trustees.
 MARGARET S. DOOLITTLE, Stenographer.
 R. I. PHIPPENY, Stenographer.
 A. W. YAICH, Record Clerk.

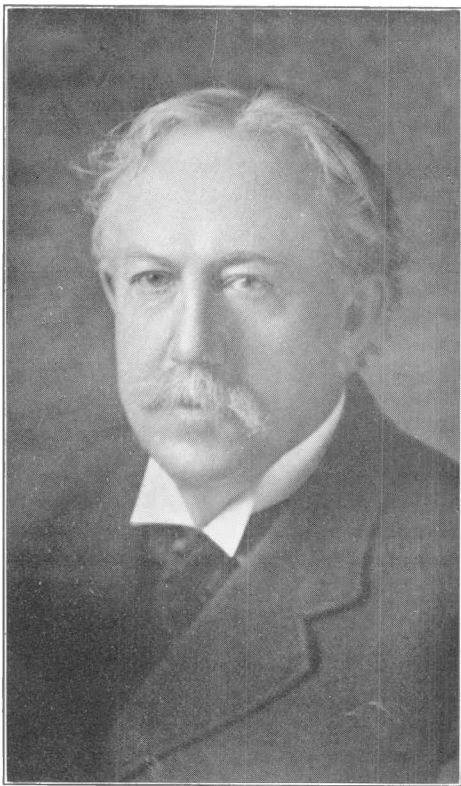
THE BOARD OF TRUSTEES.

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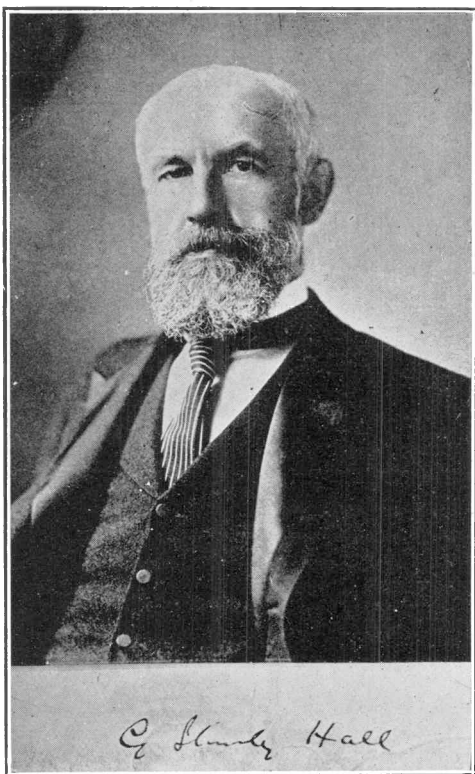
THE
 STATE TEACHERS
 COLLEGE OF COLORADO
 Greeley, Colo.



David Starr Jordan, LL.D.

Non-Resident Members of the Faculty, Summer Term, 1915

-
- G. STANLEY HALL, PH.D., LL.D., President of Clark University.
EDWARD A. STEINER, PH.D., Grinnell College, Iowa.
HENRY SUZZALO, PH.D., Columbia University.
DAVID STARR JORDAN, PH.D., LL.D., Chancellor of Leland Stanford,
Jr., University.
RICHARD BURTON, PH.D., Professor of English, University of Min-
nesota.
SAMUEL C. SCHMUCKER, PH.D., State Normal School, Westchester,
Pennsylvania.
A. C. MONAHAN, PH.D., Director of Rural School Department,
Bureau of Education, Washington, D. C.
LEVERETT ALLEN ADAMS, A.B., A.M., Columbia University.
MARY C. C. BRADFORD, D.LITT., State Superintendent of Public In-
struction of the State of Colorado.
JOHN F. KEATING, A.M., LL.D., Superintendent of City Schools,
Pueblo, Colorado.
HARRY M. BARRETT, A.M., LL.D., Principal of the East Side High
School, Denver, Colorado.
ROSCOE C. HILL, A.B., Principal of the High School, Colorado
Springs, Colorado.
J. HENRY ALLEN, A.M., D.LITT., Superintendent of City Schools,
Grand Junction, Colorado.
JOHN A. SEXSON, A.B., Superintendent of Logan County Industrial
High School, Sterling, Colorado.
D. E. WIEDMANN, A.B., Superintendent of City Schools, Montrose,
Colorado.
J. H. SHRIBER, County Superintendent of Schools, Boulder County,
Colorado.
E. C. CASH, A.B., Pinon, Colorado.
S. S. PHILLIPS, County Superintendent of Otero County, La Junta,
Colorado.
J. R. MORGAN, A.B., City Superintendent of Schools, Trinidad, Colo-
rado.



G. Stanley Hall, Ph.D., LL.D.

The Summer Term, 1915

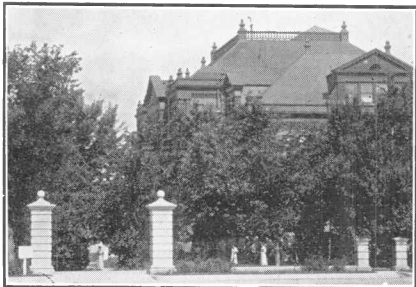
The Calendar.

June 21, 8 a. m., Monday, Registration Day for the Summer Term.
June 22, Tuesday, Recitations Begin.
July 29, Summer Term Commencement Exercises.
July 30, Friday, The Summer Term Closes.

Railroad Rates and Accommodations.

All Colorado roads will sell round-trip tickets to Greeley from state points, at special reduced rates, without the necessity of procuring certificates. Special arrangements have been made for stop-over privileges at Greeley for those enroute to and from the Pacific-Panama Exposition. This will enable many Eastern and Southern teachers to attend Teachers College and at the same time give them an opportunity to go to the Exposition if they care to do so.

Arrange to attend the Summer Term in Greeley from June 21 to July 30. Get a stop-over on your Pacific-Panama thru ticket. After the Summer Term go on to San Diego, Los Angeles, and San Francisco. Be in Oakland for the National Education Association August 18 to 26.



The Summer Term of 1914 was the most successful ever conducted by the College. A thousand persons, students and faculty, were in attendance, studying the ripest and best methods of education, to the end of making better and more efficient teachers, and also for the more

thoro study of the subjects embraced by the school curriculum. Plans have been completed to make the coming Summer Term of 1915 better than ever. Final arrangements have been made for non-resident lecturers and teachers for courses not given by the regular faculty. Superintendents, principals, high school, grade, and special teachers will have particular departments of work under very able instructors. The term will be six weeks in length, beginning June 21 and continuing until July 30. These six weeks give an excellent opportunity for teachers and prospective teachers to get into touch with the newest movements in teaching, to take reviews in all subjects, and at the same time to enjoy a vacation in a delightful Western college town.

Announcements

ORGANIZATION OF THE COLLEGE.

Information for All Students.

The College is organized into five distinct divisions:

1. The Graduate College;
2. The Senior College;
3. The Junior College;
4. The High School;
5. The Elementary School, including the Kindergarten.

The **Junior College** embraces all the work done in the first two years of the college proper. This work leads to the Junior College diploma and life state teachers' certificate.

The **Senior College** embraces the work usually done as third and fourth year college work, and leads to the degree of Bachelor of Arts in Education and the life certificate to teach in Colorado.

The **Graduate College** embraces the work usually done in advance of the four-year college course, and leads to the degree of Master of Arts in Education and the life certificate to teach in Colorado.

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

Admission to the Junior College.

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

1. Students must be of good moral character and free from contagious diseases.

2. Graduates of acceptable high schools of this and other States are admitted without examination upon presenting to the **Dean of the College** their diplomas or certificates of graduation. The minimum of work acceptable for entrance is 30 semester hours (15 units).

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

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

Advanced Standing.



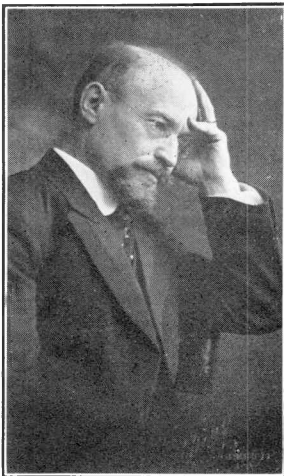
Dr. Richard Burton.

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

Minimum Terms in Residence.

No diploma of the College is granted for less than three terms of work in residence.

No person who has already received one diploma from this institution will be permitted to receive another diploma until such person shall have earned the full number of credits required for such diploma, and completed not less than one full additional term of residence work in this institution.



Dr. Edward Steiner.

Admission to the Senior College.

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

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

Admission to the Graduate College.

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

The Term Hour.

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

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

Required and Electiv Work.

I. In the Junior College—120 term-hours ar required for graduation. Each student in the Junior College is required to take Sycology 1 and 2, Education 1 and 11, Sociology 3, Biology 2, English 1, and Teaching 1, 2 and 3.

These ar usually taken in the folloing order:

First Year—Sycology 1 and 2, Education 1, English 1, Biology 2, and Sociology 3.

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

These required courses may be distributed thru the three terms of the year to suit the student's convenience.

The total of these required courses is 45 term-hours. The remaining 75 term-hours required for graduation from the Junior College may be selected by the student from the varius departments of the College.

II. In the Senior College.—120 term-hours in addition to those required for graduation from the Junior College ar required for graduation and a degree from the Senior College. Of these only 15 term-hours of academic work ar required: namely, Education

18a, 18b, and 18c; and Sociology 4, 5, and 6. One of these three-hour courses in Education must be taken in the third year, and one two-hour course in Sociology.

Diplomas and Degrees.

1. Junior College.—

At the end of the second year of study, the student, having ernd credit for 120 term-hours, will be granted a diploma, which is a life certificate to teach in the public scools of Colorado. The degree of Bachelor of Pedagogy (Pd.B.), will be conferd upon the graduate.



Dr. Samuel C. Schmucker.

II. Senior College.—At the end of the fourth year of study, the student having earned credit for 120 term-hours in the Senior College, will be granted a diploma, which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Arts (A.B.) in Education will be conferred upon the graduate. The degree of Master of Pedagogy (Pd.M.) is conferred after the completion of three full years of work.

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

Major Work and Special Diplomas.

All Special Departmental Diplomas have been discontinued, and in their place a notation is inserted in the regular diploma indicating the department in which the student has done his major work.



Dr. Henry Suzzallo.

Junior College.—Students in the Junior College may secure this notation by earning credit for not less than 30 nor more than 40 term-hours in one department or group of closely related departments. The Council of Deans must approve the list of courses submitted by a department or group of departments before it can be accepted for major work.

Senior College.—Senior College students may earn a major notation in some de-

partment or group of departments. In the Senior College not less than 40 nor more than 60 term-hours are required as a major. At least half of this major work must be done in the Senior College. For example, a student having completed work for a major in the Junior College by earning 30 term-hours in a subject would have 20 more term-hours (one-half of the 40 required) to earn in the Senior College.

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

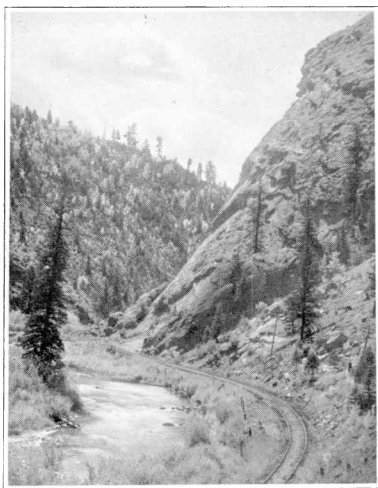
Four terms of teaching are usually required in addition to that done in the Junior College—two terms in the third year and two in the fourth; but no student will be granted a diploma of the College without teaching at least three terms.

The Superintendent of the Training Department may, at his discretion, accept teaching done in other schools to satisfy the requirements in practis teaching.

Miscellaneous

EXCURSIONS.

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



An Excursion Scene.

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

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

While there are many opportunities for recreation, the school is not offering its Summer Term as a holiday outing. The work is serious and effective, the entertainments and excursions being arranged at the end of the school week.

The Climate.

Colorado sunshine is a proverb. The altitude of Greeley is one mile. The combination of a moderate elevation and sunny days produces an almost ideal condition for school work in summer. The middle of the day is usually warm, but in the shade the temperature is never unpleasant. The cool evenings are all that the student could desire. A humid, hot night is unknown.

The Opportunity.

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

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

From five to thirty hours toward graduation may be earned in the summer term. All students attend the general educational lectures (Education 27) and select in addition to this course from one to five others.



Northeast Gate.

Scope of the Work.

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

History of the College.

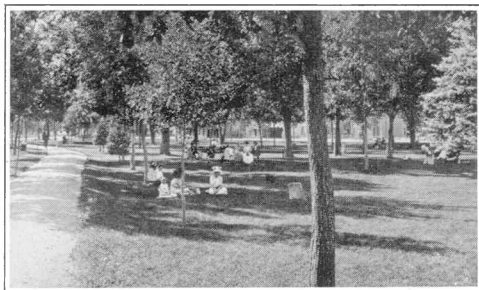
The State Normal School of Colorado was established by an Act of the Legislature in 1889. The first school year began October 6, 1890.

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

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

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

Location.



Lincoln Park, Greeley.

the Cache la Poudre River, one of the richest agricultural portions of the State. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes, and contains churches of all the leading denominations. It is a thoroughly prohibition town. There are about 10,000 inhabitants.

Equipment.

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

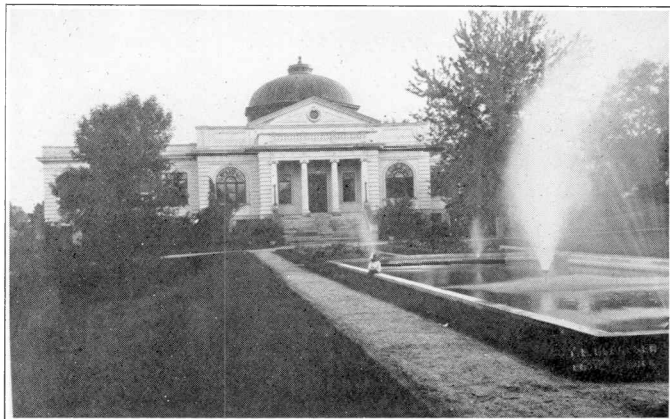
The library has 40,000 volumes bearing on the work of the Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library wherein a student may learn how to conduct a library.

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

Buildings.

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

The Teachers College is located at Greeley, in Weld County, on the Union Pacific, the Colorado and Southern, and the Denver, Laramie and Northwestern Railways, fifty-two miles north of Denver. The city is in the valley of



Library, Fountain, and Pool.

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

The Training Scool is a commodius bilding of red prest brick similar in style to the administration bilding. In its construction no pains or expense hav been spared to make it sanitary, fire-proof, and in every possible way an ideal bilding for a complete graded scool from the kindergarten to the high scool, inclusiv.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray prest brick. It wil accommodate the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public scool of the present and immediate future. This bilding is a gift to the scool from Senator Simon Guggenheim.

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

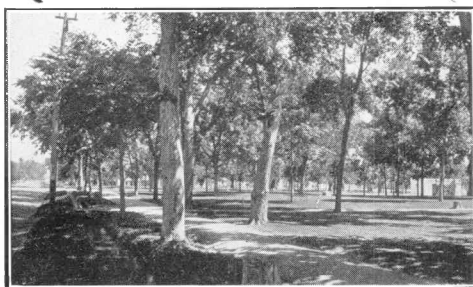
Greeley.

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

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

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

Campus.



City Park Scene.

Surrounding the buildings is a beautiful campus of forty acres. It is covered with trees and grass, and dotted here and there with shrubs and flowers, which give it the appearance of a natural forest. During the summer, birds,

rabbits, squirrels and other small animals make the campus their home, thus increasing its value as a place of rest, recreation, or study.

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

In the rear of the buildings is a large playground, which covers several acres. In the southwestern portion of this playground is a general athletic field, a complete view of which is secured from a grandstand, which will accommodate more than a thousand spectators. On the portion of the playground next to the building

there is a complete outdoor gymnasium. To the south of the buildings are located the tennis courts.

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

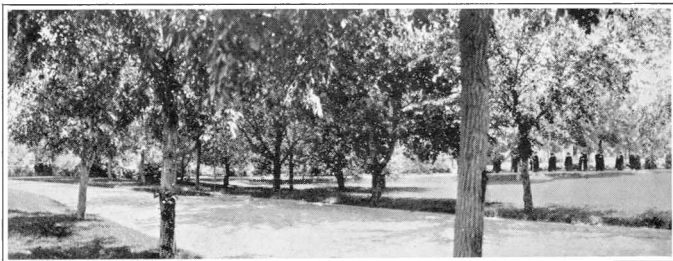
During the summer, courses on the organization of playgrounds will be given, and demonstrations of how to carry out these courses in the public schools will be made on the campus.

School Garden.

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

The Conservatory.

The greenhouse is one of the best equipped of its kind in the United States. After a hard day's work it is a rest and an inspiration to visit this beautiful conservatory. Here hundreds of varieties of flowers are kept blooming all winter, and the early spring flowers and vegetables are started for the spring planting.



A Shaded Walk.



Garden Exhibit.

future, to hav in their homes.

Expenses.

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

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

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

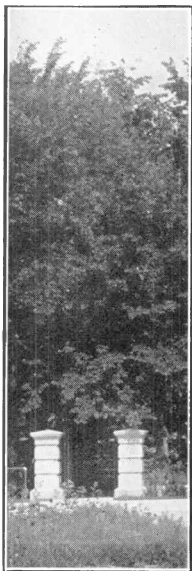
One course - \$10.00	Four courses - \$25.00
Two courses - 15.00	Five courses - 30.00
Three courses 20.00	Six courses - 35.00

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

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

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

The bilding is of cement, iron and glas. It is 116 feet long by 20 feet wide, and has connected with it a servis room where the students of the College Department and children of the Training Department ar taut to care for plants they may wish, now and in the



A Small Gateway.



The Outdoor Theater.

The Junior College

FRANCES TOBEY, B.S., Dean.

The scope of the Junior College is the work of the first two years of the college proper. The student completing this course, having earned credit for 120 term-hours, is granted a diploma which is a life certificate to teach in the public schools of Colorado. The degree of Bachelor of Pedagogy is conferred upon the Junior College graduate.

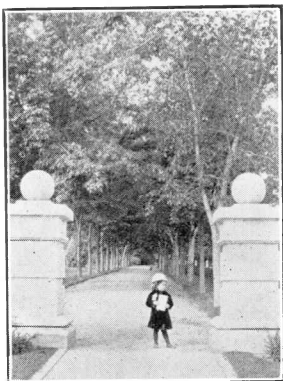
The aim of the Junior College student should be the attainment of general efficiency in teaching in graded schools. Such efficiency involves mastery of varied content and of general method. However, the student is privileged to follow a major interest, whereby he may develop special power as teacher of some one subject taught in the schools. It is desirable that such major interest point toward higher specialization in the Senior College in case the student is able to continue his study beyond the Junior College.

EDUCATION.

Thomas C. McCracken, A.M.
Zachariah Xenophon Snyder, Ph.D.
Samuel Milo Hadden, A.M.
William Barnard Mooney, A.B.
John R. Bell, A.M.
L. A. Adams, A.M.
J. A. Sexson, A.B.
J. F. Keating, A.M.
H. M. Barrett, A.M.
J. H. Shriber, A.B.
George E. Freeland, A.M.
Royce Reed Long, A.B.
S. S. Phillips, A.B.
Roscoe C. Hill, A.B.

The work of this department, altho having to do primarily with fundamental theory underlying the educativ proces, shows also how such theory is of practical valu to the teacher. The teacher needs a theoretical background for her work and a broad acquaintance with all fields of educational activity. The purpose of the courses offerd is to meet these needs.

Other courses in education ar listed and described in the Departments of Sycology, Training Scool, Sociology, Biology, and in other departments as courses in methods. The numbers attach to the varius courses indicate nothing as to the order in which they must be taken.



Lover's Lane.

11. Principles of Education. Required. Open also to Senior College students who hav not had its equivalent. This course deals with the essential factors in education, defines its function, both in the social and individual life, and outlines its underlying principles. It is designd to set forth the theory of aims, values, and content of education; the place of a sientific basis in education together with the valu and results of scientific reserch; the relation of scools to other educational agencies; the social limitations upon the work of the scools;

underlying principles in the program of study; and the processes of lerning and teaching. Mr. Keating.

31. Religius and Moral Education. Open to Senior College students. This course wil consist of a study of the movement for more adequate religius and moral education both in the church and in the educational institutions of our cuntry; the growth and development of the moral nature of children; a study and evaluation of suggested schemes of moral training; and a summary of essential principles in moral education and moral training. Mr. Hill.

33. History of Modern Elementary Education. Open to Senior and Graduate College students. This course will be introduced by a brief review of the educational heritage of the Renaissance

to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to the history of modern elementary education, including such subjects as the development of the vernacular schools, the early religious basis of elementary schools, and the transition to a secular basis, together with the work of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbart, and Froebel.

Mr. Phillips.

9. Theory and Practice of Teaching. Open to Senior College students. This course is designed to meet the needs of the rural teacher. It will treat of underlying educational principles of instruction, discipline, and the details of classroom management as they are applied to the conditions of the rural school. A study of the educational values of studies and the relation of these values to the needs of the pupils will be discussed. The work of the course will consider the practical problems of the classroom in their relation to the life of the community.

Mr. Shriver.



Dr. Monahan.

24.* School Administration. Open to Senior and Graduate College students. This course will deal with school and classroom management, and is designed to meet the needs of supervisors, principals, and classroom teachers. Each student may make a special study of the problem in which he is particularly interested. Problems peculiar to superintendents and supervisors in villages and small cities will be considered.

Mr. Keating.

*This course may be substituted for Education 11 as a required course during the Summer Term, 1915.

26.* **The Rural Scool Curriculum and the Community.** Open to Senior College students. This course wil enter into the problems of the teacher who desires to instruct cuntry children in terms of their own environment. Methods and materials for such instruction wil be outlined and discust. Ways and means where-by stereotyped courses of study, in the varius grade subjects, may be vitalized and made more significant to cuntry children wil be sought.

Mr. Shriber.

30. **Rural Education.** Open to Senior College students. This course wil consider rural education as a necessity of national progres. A brief study wil be made of the rural educational systems of other cuntries. Agencies that ar giving emfasis in this and other cuntries to the need for a better rural scool wil be studied, such as the Bureau of Education, Teachers' Organizations, Colleges and High Sools, and organized religius and filanthropic bodies. Considerable attention wil be givn to the question, "What is the best kind or type of rural scool, and how may it be attaind, under conditions as they exist in the West in general and in Colorado in particular?"

Mr. Mooney.



Pres. Hall.

27. **General Education.** Open to Senior College students. Required. Graduate students wil not receiv credit for this course except by special arrangement made in advance with the Dean of the Graduate College. This course wil consist of a series of daily lectures by men eminent in the field of education.

Lecturers—Dr. G. Stanley Hall, Dr. Edward A. Steiner, Dr. Henry Suzzallo, Dr. Samuel C. Schmucker, Dr. David Starr Jordan, Dr. Richard Burton.

12. **Current Social Movements in Education.** For full description of this course see Education Department, Senior College.

*This course may be substituted for Education 11 as a required course during the Summer Term, 1915.

THE TRAINING DEPARTMENT.

David Douglas Hugh, A.M., Dean.

William B. Mooney, A.B., Supervisor of Practis Teaching, Summer, 1915.

High School.

John R. Bell, A.M., Principal of the High School.

Harry M. Barrett, A.M., Director of High School Professional Work, Summer, 1915.

Frank L. Abbott, A.M., High School Science.

George W. Finley, B.S., High School Mathematics.

Samuel Milo Hadden, A.M., High School Vocational Education.

Roscoe C. Hill, A.B., Methodology, Summer, 1915.

John Thomas Lister, A.B., High School Modern Languages.

J. R. Morgan, A.B., High School English, Summer, 1915.

S. S. Phillips, A.B., High School History, Summer, 1915.

Edwin B. Smith, B.S., High School History.

D. E. Wiedmann, A.B., High School Science, Summer, 1915.

Charles H. Withington, A.M., High School Science.

Elementary School.

George E. Freeland, A.M., Principal of the Elementary School.

Amy R. Foote, A.B., Eighth Grade Training Teacher, Summer, 1915.

Jenny Lind Green, Seventh Grade Training Teacher.

Frieda B. Rohr, Pd.M., Sixth Grade Training Teacher.

Elizabeth H. Kendel, A.B., Fifth Grade Training Teacher.

Celia M. Lawler, Pd.M., Fourth Grade Training Teacher.

Margaret Statler, A.B., Third Grade Training Teacher.

Bella B. 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 School of State Teachers College includes the complete public school unit from the kindergarten to the high school, inclusiv. It consequently affords opportunity for practis teaching and observation of classes in practically all grades and subjects to be found in public school work. It also provides courses upon varius practical fazes of school work, such as the organization of the curriculum and the principles and methods of instruction.

The courses listed below will be offered during the summer of 1915. The teaching of classes in the Training School and a discussion of the merits of the lessons taught will form an organic part of most of these courses.

(Courses 2 to 15, inclusive, are intended for students who are primarily in the work of the grades of the elementary school.)



The Buildings from the Rear.

2. Elementary School Teaching. An opportunity will be provided for a limited number of students to do practical teaching in the Elementary School, including the kindergarten, during the summer term. Students who are required to take such work in order to graduate this summer are advised to correspond at the earliest possible date with Professor W. B. Mooney, Supervisor of Practical Work, Summer, 1915.

5. Primary Methods.* This course is designed to meet the practical needs of primary teachers. It includes lectures on the nature of the child, the basis of the selection of subject-matter, and the relation of subject-matter to method. The results of experimental work in this and other schools, together with the resultant modifications in the course of study, are treated extensively. Classes of children from the training school are used in giving illustrative lessons. Miss Long.

6. Primary Methods.* Special emphasis upon second grade work. As a basis for the selection of subject-matter that functions in the child's life a brief comparison is made of courses of study in leading cities of the United States and of our own and other training schools. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching

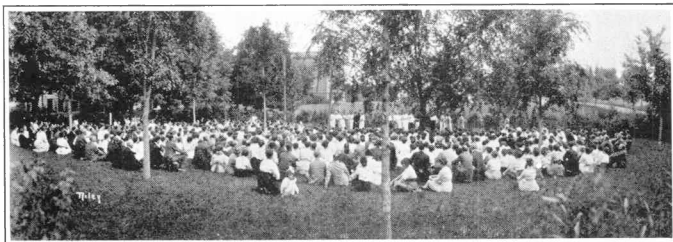
*Accepted for Training School 1, Summer, 1915.

beginning reading, fonics, rythm, spelling, songs, as wel as methods for dramatization of stories, multiplication table, and practis in blackboard illustrating ar givn. Illustrativ lessons with training scool children. Mrs. Sibley.

7. **Third and Fourth Grade Methods.*** This course wil consist of (1) a study of the development and needs of the child between the ages of eight and ten; (2) an examination of the curricula of our best scools; (3) a consideration of the subject-matter and methods of presentation adapted to the third and fourth grades; and (4) a series of demonstration lessons with the children of these grades. Miss Lawler.

8. **Fifth and Sixth Grade Methods.*** A brief study wil be made of the subject-matter and the methods of instruction in the fifth and sixth grades. Chief emfasis wil be placed upon the practical side of the work, including methods of presentation, devises, games, and drills for securing accuracy and retention. The work of the course wil be based upon observation of classes in the training scool. Mr. Mooney and Mr. Freeland.

9. **Seventh and Eighth Grade Methods.*** This course wil deal with the instinctiv tendencies and dominant interests of grammar grade children. This wil lead to a discussion of the fitnes of subject-matter and methods of instruction for this age. The teaching of several subjects wil be illustrated by clas work in the training scool. Mr. Mooney and Miss Green.



Story Telling on the Campus.

15. **Story Telling.** In this course the folloing fazes of the work wil be considerd: 1. Brief survey of the history of story telling. 2. The educational valu of the story—the characteristics of a good story. 3. Classes of stories: (1) Idealistic stories—a, nur-

*Accepted for Training Scool 1, Summer, 1915.

sery rymes; b, fairy tales; c, nature myths; d, folk and fairy tales of different peoples; e, legendary heroes, including stories from the national epics, such as Siegfried, King Arthur, Robin Hood, The Iliad, the Odyssey; (2) Realistic stories: a, stories of real children; b, historical heroes, such as Joan of Arc, Florence Nightingale, etc.

Each student is expected to collect individual bibliographies of stories. Work in practical telling of stories to children will also be a feature of this course.

Miss Statler.



Story Tellers.

17. Principles of Teaching as Applied to Practical Arts Subjects. (For description see Course 5, Department of Practical Arts. This course satisfies the requirement for Training School 1 for students majoring in the Department of Practical Arts.)

Mr. Hadden.

(The following two courses are intended primarily for those interested in kindergarten work.)†

32. Constructive Occupations in the Kindergarten. This course is intended to prepare teachers to meet the needs of the constructive instinct as it functions in the play life of the child. The needs that grow out of the child's play will be worked out experimentally with large building blocks, clay, paper, cardboard, textile materials, etc.

Miss Julian.

38. The Play Life of Children as a Basis for Education in the Kindergarten. (For description see Course 38 of the Senior College section of the Training Department.)

Miss Julian.

†For practical teaching in the kindergarten, see Course 2 above.



The Esplanade and Ninth Avenue.

SYCOLOGY AND CHILD STUDY.

Jacob Daniel Heilman, Ph.D.

George Earl Freeland, A.B., A.M.

The main object of the work of this department is to put before the student such fysical and mental facts as ar essential to the proper care, training, and education of the child. The work in sycology, however, is not limited to the mental processes of the child. Some of the work deals with principles that ar more or les general in their nature, while much of it treats of individual characteristics in recognition of the fact that the succes of the teacher is largely dependent upon his ability to understand and reach the individual child. Many of the practical facts ar deduced from a knolege of the child's fysical and mental make up, but an equal number ar the results of direct experimental investigations.

1. **General Sycology.** First year. Required. This is an introductory course designd for such students as hav not had sycology in higher institutions of lerning. The different forms of consciusnes, such as sensations, images, feelings and their complexes will be described and explaind. The relation of these processes to each other, to fysiological activities, and to objects and events in the external world will be discust. Mr. Freeland.

2. **Educational Sycology.** First year. Required. Much of the subject-matter of this course is identical with that of Course 1, but it is treated in a different way. In Course 1, the mental processes ar analysed, described, and explaind, but in this course their servis in the performance of tasks, especially scool-room tasks, is discust. The course begins with a consideration of the control of mental and fysical responses in general. It aims to sho how sensory and fysical defects, capacities, instincts, and all the other mental processes ar involvd in arousing and fixing proper responses and in modifying and eliminating improper responses. Another feature of the course is the control of the child's responses in lerning such different scool subjects as reading, riting, and spelling. Dr. Heilman.

3. **Child Study.** Second year. Electiv. Two courses will be offerd in Child Study, the general purpose of which is to giv the student a better knolege of the fysical and mental natures of the child, in order that the methods proposed for the care, training and education of the child may be better evaluated.

a. The following are some of the topics which will be taken up in this course: The need, purposes, and methods of Child Study; anthropometrical measurements and growth; the effects of food, air, clothing, and exercise upon the health of the child; adolescence and sex hygiene; physiological age and school work; the general mental development of the child; mental fatigue and school work; the nature and development of the child's processes of attention, sensation, and perception, and their significance in school work.

Dr. Heilman.



Children at Play.

b. This course will continue the nature and development of the child's mental processes and their significance in school work. Among them are specific memories, lasting and immediate retention, imagery and imagination, esthetic and other feelings, and the processes of suggestion and volition. There will also be a discussion of the psychology of lying, the management of children, children's ideals and their moral and religious lives. The doctrine of children's endowment, their speech development, and the psychology and pedagogy of drawing will receive consideration.

Dr. Heilman.

BIOLOGICAL SCIENCE.

Arthur Eugene Beardsley, M.S.

Leverett Allen Adams, A.M.

Equipment. The department is in possession of ample facilities in the way of specimens and apparatus for the presentation of the courses outlined below. The department laboratory is on the third floor of the main building, and the museum of birds and mammals is in the basement of the library building. Representative types of the invertebrates from the Atlantic and Pacific

Coasts make possible the thoro treatment of almost any of the lower orders. The museum contains a representativ collection of the birds of Colorado, together with many of the common mammals. A herbarium and a well-stockt greenhouse ar at the disposal of the students in botany.

2. Elementary Botany. Development of the plant; life history of the plant; structures of plants in relation to their functions; modifications of structure; correlation of structure with function and environment; classification. Mr. Beardsley.

2. Bionomics. This course takes up the study of the history of the body, and supplies a basis for the study of Evolution, Heredity, Environment, Coloration. It starts with the study of the simple cels and folloes them up in their development and growth from the simple cel of the protozoan to the complex body of the higher mammal. The first half of the course is then a study of comparativ anatomy, and the last a study of how the higher forms hav been evolvd and the factors that enter into their evolution. Lectures, much work with the lantern and microscopic slides, study of the live forms on the screen when they may be used to advantage. Mr. Beardsley.

5. Ornithology. Junior and Senior College. A study of the common 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 kno the orders and the families of the groups that ar found in Colorado. Mr. Adams.

6. Mammalogy. Junior and Senior College. This course is plannd to giv the student something of the life history, geografi-cal distribution, and systematic position of mammals. Mr. Adams.

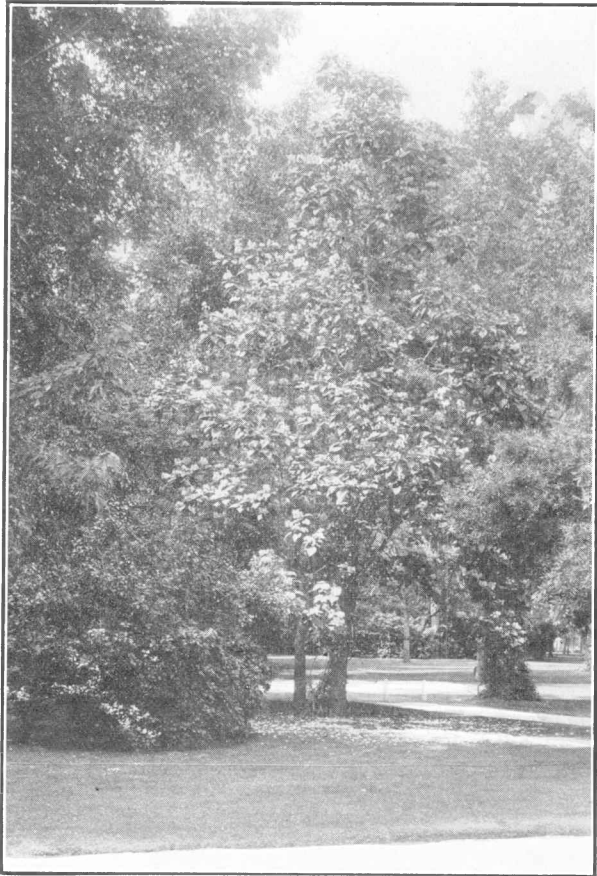
HYGIENE.

George E. Freeland, A.B., A.M.

Arthur Eugene Beardsley, M.S.

1. Scool Hygiene and the Hygiene of Instruction. Described under Senior College.

9. Bacteria, Profylaxis, and Hygiene. The helth of the students is an important and vital factor in scool efficiency. This course aims to giv specific instruction in the causes of diseas and the methods of its prevention. Pains will be taken to thro



A Campus Catalpa.

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

MATHEMATICS.

George William Finley, B.S.

Roscoe C. Hill, A.B., Summer, 1915.

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

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

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

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

1a. **Solid Geometry.** This course is planned for those who wish to round out their knowledge of geometry and thus fit themselves to teach the subject. Much attention is given to the practical applications of the subjects and its connections with various arts and sciences.

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

9. **Elementary Algebra.** Teachers' Course. Senior College. (Open to Junior College.)

11. **Plane Geometry.** Teachers' Course. Senior College. (Open to Junior College.)



Approach to the Main Building.

FYSICAL SCIENCES.

Frances Loranzo Abbott, A.M.

D. E. Wiedman, Pd.B., A.B., Summer, 1915.

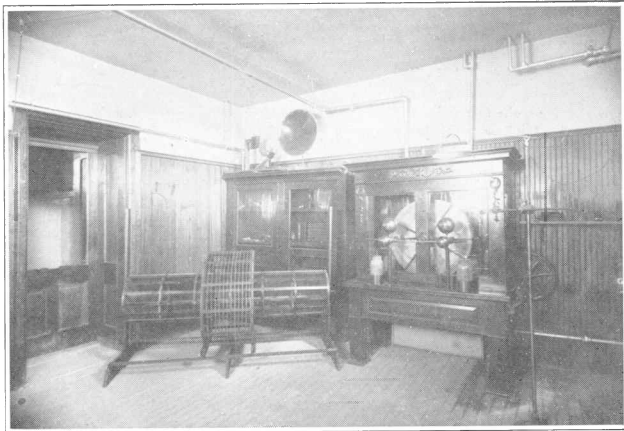
1. **General Science Course.** (Complete in one term.) This course, as the name indicates, covers a wide range of subjects—over 200 of the common phenomena that come under the name of Physics, Chemistry, Zoology, Physical Geography, etc. To give some idea of the scope of the course, a few of the subjects discussed are: Combustion, explosions, thermometer and many other of the common phenomena of heat; seasons, comets, meteors, etc.; many of the common phenomena of light, sound, etc. The purpose of the course is to give teachers of the elementary schools a better understanding of the manifestations of the natural laws. Simple

and easy experiments are given which can be used in almost every grade to illustrate the many facts the children see all about them.

Chemistry.

1. **Elementary Chemistry.** (Open to Senior College.) The course is primarily arranged for those wishing to begin the subject, but it also offers an excellent opportunity for review work to those students who have had only a short course in chemistry.

2. **Quantitative Chemical Analysis.** (Open to Senior College.) Requirements: Students must have had Course 1, or its equivalent. The work of this course takes up the grouping, separating, and identification of the common elements. Practically all laboratory work.



X-Ray Equipment.

GEOLOGY, PHYSIOGRAPHY AND GEOGRAPHY.

George A. Barker, M.S.

The department of geography aims to offer not only courses which will present the method side, but it is felt that the content of subject-matter in geography and the organization into a science of that subject-matter, are often sadly lacking. Geography is a concrete science, not a mass of descriptive material, and it is the aim of the department to treat it from that standpoint.

12. **Methods in Geografy.** A course designd to sho the re-sources that may be drawn upon to make the subject of geog-rafy real and concrete in the minds of the pupils. Field trips to industrial plants will be part of the program.

2. **Fysiografy.** This course in fysical geograffy is designd to giv the student a knolege of the common land forms (volcanoos, glaciers, canons, etc.) as wel as an understanding of the basic facts of climate, including an interpretation of the wether map. Field trips will be taken into the surrounding regions.



Outdoor Geografy.

SOCIOLOGY AND ECONOMICS.

Gurdon Ransom Miller, A.M.

John A. Sexson, A.B., Summer, 1915.

E. C. Cash, A.B., Summer, 1915.

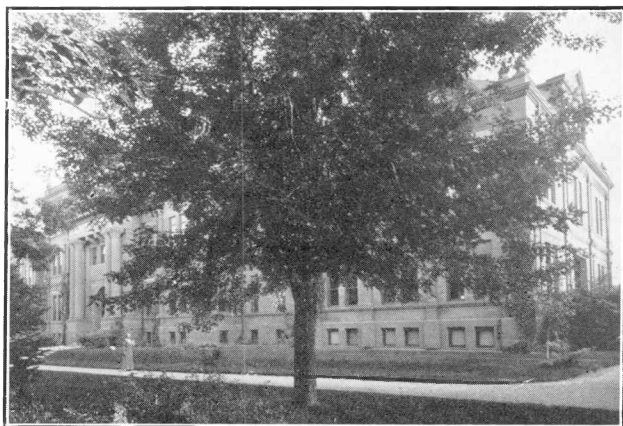
From the viewpoint of Education this department aims to make evident to its students the close relation between the Sience of Education and the subject-matter of Anthropology, Sociology, and Social Economics. All our courses lay stres upon these relationships.

However, any of our courses wil prove of large valu to any students specializing in Sociology or Economics. University or college students or graduates, interested in particular fazes of Sociology, or any students interested in Social Reform Move-ments, or Social Settlement Work, should consult the hed of this department for advice in electing courses.

3. **Sociology.** Required of all Junior College students. A study of modern social reforms, and their relation to education and the modern scool curriculum.

Mr. Sexson.

12. Rural Sociology. A study of rural social conditions; a scientific sociological study of modern changes in cuntry life, and the organization and direction of rural education as a positiv power in rural progres. This course may be substituted for Course 3. Mr. Cash.



Administration Bilding.

HISTORY AND POLITICAL SCIENCE.

Edwin B. Smith, B.S.

S. S. Phillips, A.B., Summer, 1915.

In each course the needs of the teacher as wel as those of the student will be considerd. Methods of study, presentation, and material will be subjects of discussion.

2. American History. (1789-1861.) The development of the nation; organization of the national government; the Federalist party; Democratic opposition; Jefferson's policies; difficulties of neutrality; the War of 1812; reorganization after the war; westward expansion; Jacksonian democracy; sectional strife; the issue of slavery; Texas and the Mexican War; the Republican party; secession of the southern states.

12. State and Local Government. (Senior College.) The organization and administration of state government; its relation to the national government. The divisions of the state; the system of local rural government; the town system; the county

system; the mixed county-township system; municipal government; its development thru the several periods; its present condition; recent changes; problems before the cities today. The government of Colorado will be studied as a type. A study of current problems, of sources of information, and of the laboratory methods of teaching civics will be included.

A course on recent European History will be given for high school pupils, with opportunity for observation by college classes.



A Student Exhibit.

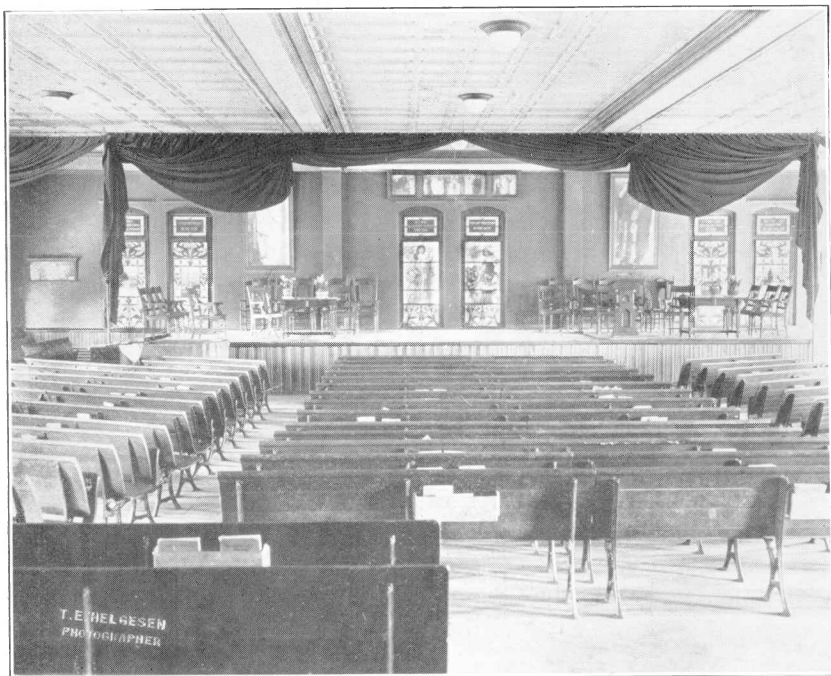
MODERN FOREIGN LANGUAGES.

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

German.

1. **Elementary German.** Beginner's course. Grammar is studied, and reading is begun as early as possible. Translation of easy English sentences into idiomatic German is given daily. Conversation in German is practiced as far as possible. This course does not presuppose any knowledge of German.

3. **Elementary—Intermediate German.** Prerequisite, one year in high school or two terms in college. Rapid review of grammar, reading of easy stories, daily practice in turning English sen-



The Assembly Hall.

tences into German, sight-reading, conversation, and reproduction of short stories. The following text-books or equivalents will be used: Thomas' German Grammar, von Hillern's Hoeher als die Kirche, Heyse's *L' Arrabbiata*.

11. Advanst German. (Senior and Graduate College. Open to Junior College students who have had three years of high school or two years of college work in German.)

French.

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

Spanish.

J. R. Morgan, Pd.M., A.B., Summer, 1915.

1. Elementary Spanish. Beginner's course. Pronunciation, basic grammatic constructions, composition. Much stress is placed upon practical conversation. Ingraham-Edgren's Spanish Grammar.

2. Elementary Spanish. Second term. Composition, conversation and verb drill. Selected readings. Ingraham-Edgren's Spanish Grammar.

3. Elementary—Intermediate Spanish. Composition, conversation, and reading of stories and plays. Prerequisite: Courses 1 and 2, or at least one year of high school Spanish.

LITERATURE AND ENGLISH.

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

J. H. Allen, A.M., D.Litt., Summer, 1915.

The Department of Literature and English for the Summer Term of 1915 intends to present as many courses in literature as possible. In addition to these, it will offer three sections of the required English 1.

1. Grammar and Composition. Required in the Junior College. The work of this course consists of two parts each equally important: Grammar and composition.

Grammar. This consists of a careful review of the essential facts of English Grammar (the facts that function in speech and writing). The parts of speech are reviewed, and then sentence analysis occupies the remainder of the time. Special lessons are given

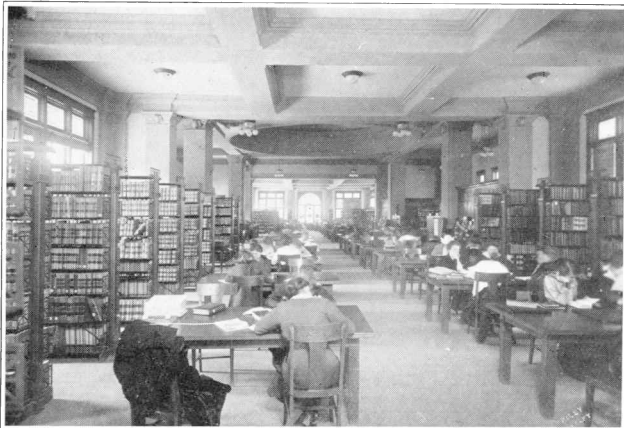
upon matters of unusual difficulty, such as troublesome verbs, shall and will, predicate complements of all kinds, and verbals (participles, gerunds, and infinitives), of all the kinds and uses.

The purpose of the work in grammar is to give the students such a review as will fit them to teach grammar in the upper grades, and incidentally prepare them to pass the county or city examinations in grammar.

Composition. In the summer term only six themes are required, instead of the twelve of the regular terms. These are from three to six pages each. These weekly themes are to be very carefully read by the instructor, marked for errors, and returned to the students promptly.

This is the only required course in English, and, consequently, students are not past unless they come to understand the essentials of English grammar, and acquire the ability to write clear, straightforward English correctly. Spelling, punctuation (especially running two or more independent sentences together with no punctuation or only a comma between; and punctuating a subordinate phrase or clause as a sentence), and paragraph structure get especial attention in the composition work. Three sections.

Dr. Allen.



Interior of the Library.

7. **The Epic.** Open to Senior College and Graduate Students. This course consists of a study of the two great Greek epics—**The Iliad** and **The Odyssey**. Students are not asked to do any additional reading during the summer term, but outlines of study for future reference, covering other national epics, will be furnished to the students in the class. The purpose of the course is to furnish teachers in the elementary schools with the materials for story telling and literature studies embracing the heroic tales from Greek literature. Mr. Cross.

14. **Shakespeare's Plays.** Senior College, but open to Junior College students majoring in English. **Hamlet** and **Macbeth** are the plays to be studied during the summer term. Mr. Cross.

15. **Modern Plays.** Graduate College, but open to Junior College students majoring in English. Mr. Cross

17. **The Short Story.** Senior College, but open to Junior College students majoring in English. Mr. Cross.



The Christian Association Hall.

READING AND LITERARY INTERPRETATION.

Frances Tobey, B.S.

The courses in reading take cognizance of the cultural as well as the practical value that reading, as a fine art, offers:

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

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

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

d. Mastery of principles and methods of teaching.

2. **Reading in the Grades.** This course has reference to the careful organization and presentation of content in a reading lesson. It considers varius problems offerd by the average reading clas in the grades. It aims to develop skil in securing vital response (in realization and expression) to the life of the printed page.

6. **Dramatic Interpretation.** Second year. (Open to those who hav completed Courses 1, 2, 5.) A study of the sources of dramatic effect. The analysis and the presentation upon the campus of a play (probably Tennyson's **Foresters: Robin Hood and Maid Marian**).



A Pageant Group.

15. **The Festival.** Reserch and original work in the organization of significant festival programs. History, sociology, symbolism, the varius arts, etc., afford resource. The immediate

end of the course wil be a summer scool festival, directed and shaped by the clas.

PRACTICAL ARTS.

Samuel Milo Hadden, A.M., Dean.

Walter F. Isaacs, B.S., Director of Fine and Applied Arts.

Ida Marshall, B.S., Director of Home Economics.

John T. McCunniff, Pd.M., Printing, Mecanical Drawing.

Max Shenck, Bookbinding.

Charles M. Foulk, Pd.B., Woodwork.

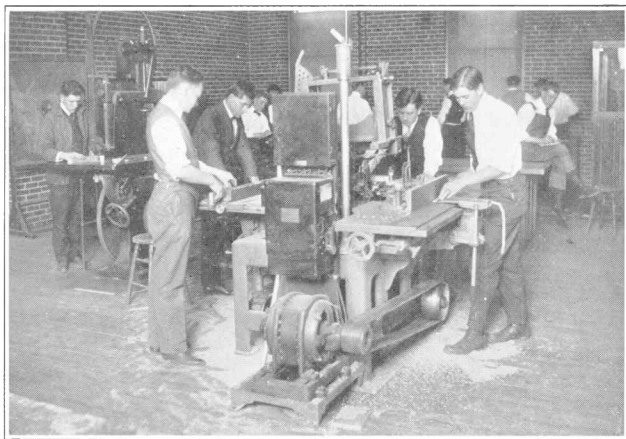
Merle Kissick, A.B., Household Art.

Charles Hall Withington, A.M., Agriculture.

Jennie B. Carson, Pd.M., Assistant in Domestic Sience.

The department of Practical Arts is devoted to the technic of fundamental processes in industrial and fine arts, domestic science and art, and elementary agriculture, and a study of the methods and practis of presenting these in elementary, secondary, and trade scools.

The Guggenheim Hall of Industrial Arts, with a floor space of 17,000 square feet, is devoted to this line of work.



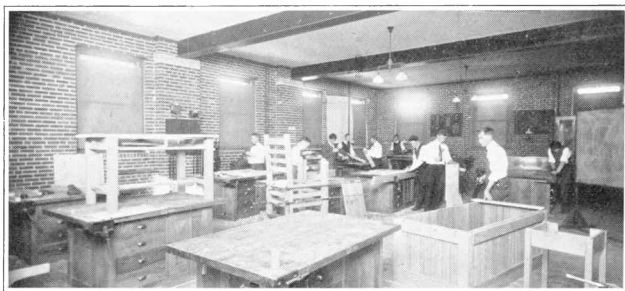
Power Planer and Saw.

5. Principles of Teaching as Applied to Practical Arts Subjects. (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 scools, cost of equipment, supplies, etc. Observation of teaching in the training scool classes is part of this course.

Each student will be expected to make a somewhat extensive report on the history, development, and modern trend of the subjects he is preparing to teach. Five hours. Substitute for Tr. Sc. 1.

4. **Prevocational Education.** Open to students of the Junior College who have had training in Education equivalent to the required Educational Courses of the Junior College. For a full description of this course see Senior College.



Woodwork.

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

2. **Intermediate Woodwork.** This course is designed for those who wish to become more 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 are discussed and applied wherever possible in the cabinet work done in class. Prerequisite: Manual Training 1, or equivalent.

6. **Repair and Biding Equipment.** Repairing furniture and building new equipment, such as new drafting tables, stands, tables, etc., for printing office—moulding tables for pottery room, and equipment for other places in the college.

19. **Wood Turning.** This course is designed for those who wish a more comprehensive knowledge of the art. The course will consist

of talks, discussions, and practical work regarding various phases of the work, such as turning of patterns between centers, face plate turning, finishing, care of tools, preparation of materials, upkeep of lathes, and speeds necessary for turning different diameters.

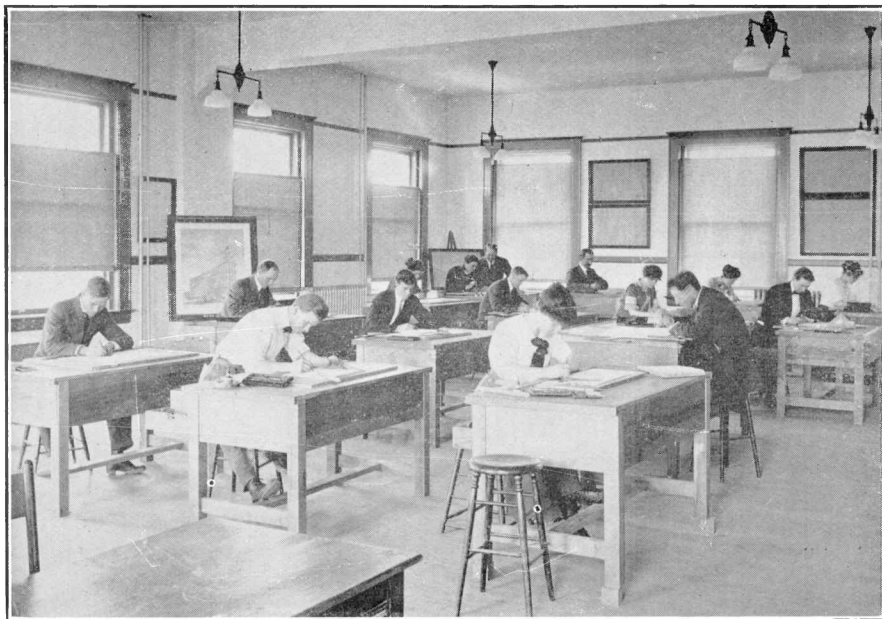
8. Elementary Art Metal. This is a laboratory course dealing with the designing and constructing of ample artistic forms in sheet brass and copper. The aim is to create objects of artistic worth. The purpose is to realize in concrete form those qualities characteristic of good constructive design, such as fine proportion, elegance of form, and correct construction.

9. Advanced Art Metal. This course should be taken after Course 8, since it deals with more advanced ideas in metal work, and includes work in brass, copper, bronze, and German silver. The course deals largely with the designing, decorating, and artistic coloring of metals. It also includes a short course in the chemistry of metal colors, and the use of lacers for protection. Simple artistic jewelry is made the basis for the constructive work in this course.

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

12. Architectural Drawing. This course includes designs, plans, elevations, and longitudinal sections of framing, doors, windows, sills, rafters, etc., in building construction in its application to work for barns, outbuildings and residences. It also includes the making of tracings, blueprints, and specifications. Prerequisite: Course 10.

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



Drafting Room, Guggenheim Building.

BOOKBINDING.

Max Shenck.

1. **Elementary Bookbinding.** This course includes the following: Tools, machines, materials, and their uses, collating and preparing the sheets for soing, soing on tape and cord, preparing of end sheets, trimming, gluing, rounding, bacing, hedbanding and lining of bacs. Cover materials, planning and making of covers, finishing and lettering.

2. **Intermediate Bookbinding.** This course includes the binding of books in half morocco and ful lether, including such processes as: Tooling in gold and blank, edg gilding, and marbling, and the making and finishing of cardboard boxes and lether cases.

PRINTING.

John T. McCunniff, Pd.M.

1. **Elementary Printing.** This course is intended to acquaint the student with the fundamental principles underlying the printing art. In this course the student becomes efficient in hand composition, spacing out jobs, locing up forms, making a job redy for pres, and operating the presses.

2. **Intermediate Printing.** This course is a continuation of the elementary printing and is designd to make the student more proficent in the lines alrely mentioned; also rule work, designing programs, window cards, etc., underlaying and overlaying on the pres, making redy half tones, two- and three-color work, proofreading.

3. **Advanst Printing.** In this course the student is expected to become apt in all the lines of general printing, and more particularly the attention is givn to ad composition and the imposition of four- and eight-page forms.

FINE AND APPLIED ARTS.

Walter F. Isaacs, B.S.

31. **Elementary Drawing and Design.** In this course a wide range of problems in public scool drawing is taken up in a brief manner to giv the student a general knolege of the subject. Those students who ar taking their majors in the department lay a foundation for their future work, and others who elect the course find it an aid to their teaching.



The Ceramic Museum.

The course includes the following subjects: The study of line and space division in the form of borders, units, and surface patterns, from abstract and conventionalized motifs; theory of color; design considered from the standpoint of utility and construction; freehand drawing of objects in accented outline; linear and aerial perspective; nature drawing.

Lectures on classroom methods are given frequently.

32. Applied Design. The construction and decoration of notebook covers, desk pads, and similar articles; theory of design in its relation to useful objects; the application of original designs by block printing on curtains, table runners, or pillow covers.

HOME ECONOMICS.

Ida Marshall, B.S.

Merle Kissick, A.B., Ph.B.

Jennie B. Carson, Pd.M.

Domestic Science.

The purpose of the courses is two-fold, to prepare girls to teach Home Economics, and to prepare them for the home.

In order to be of greatest service to those who have taught Home Economics and who have problems to meet in which they wish aid, it is strongly advised that they take one of the courses in



Domestic Art Students in Garments of Their Own Make.

Methods of Teaching Home Economics. In these courses individual problems will be discust and workt out.

In this way much more can be gaind than from private conferences, as the time for these is very limited.

1. **Elementary Cooking.** A study of the folloing articles of food is made from the standpoint of composition, nutritiv valu, growth or manufacture, marketing, adulteration, and methods of preparation: Fruits, vegetables, cereals, eggs, milk and beverages. Special emfasis is laid upon the principles underlying the processes of cooking.

On Monday, Wednesday, and Friday two periods will be spent in laboratory work.

On Tuesday and Thursday one period will be devoted to lecture, recitation, discussions, and reports.

5. **Housewifery.** The place of the home and the homemaker in the economic world, keeping of accounts, apportionment and judicius expenditure of the income, and general cost of living ar tucht upon. The greatest emfasis is laid upon methods of organizing and conducting the affairs of the household, care of the house and its furnishings, and care of the family. One hour each day will be devoted to this work.

7. **Dietary Problems.** (See Senior College). (Open to Junior College students who hav had four terms of work in the study and cookery of foods.)

8. **Methods of Teaching Domestic Sience.** A study of the problems of teaching Domestic Sience in the elementary and high scools. It includes the arrangement of courses of study for scools, methods of presenting the subject-matter, planning of equipment, and laboratory management. Text books ar reviewd and lesson plans discust.

Household Arts.

4. **Dressmaking.** The problems in the course ar pland to giv the problems for high scool teachers in dressmaking. Prerequisite: Soing 2 or equivalent from other institutions.

8. **Methods in Household Art.** Consideration is givn in this course to types of scools in relation to the subject-matter of household art, comparison of courses of study for varying conditions, content of household art and bases for courses of study with work in planning subject-matter and courses for specific problems and conditions.



Household Arts—Gowns and Hats Designed and Made by Students.

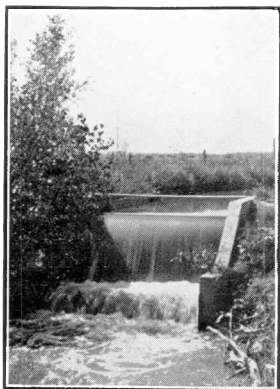
AGRICULTURE.

Charles Hall Withington, M.S., A.M.

The large collection of plants growing upon the college campus, in the arboretum, in the gardens and in the greenhouses, furnishes very rich illustrative material for classes in all agriculture and nature study subjects. As a laboratory for the study of landscape gardening the campus furnishes one of the finest in the state.

4. **School Gardening.** Meaning of the school gardening movement. The relation of gardening to nature study and elementary agriculture. The school garden as the laboratory of nature study and agriculture. Practice in garden handicraft. Planning and planting the school garden. Plants in relation to soils and the management of soils in crop production. Propagation of plants. Seedage, cutting, and graftage. The principles of landscape improvement applied to school and home grounds. How to beautify school and home grounds. Studies of the best native and introduced decorative plants.

5. **Elementary Agriculture.** This course is planned primarily for teachers in the rural and village schools. The subject-matter



Colorado Irrigation.

is selected and the work presented with this end in view. The course covers a year's work in elementary agriculture for the rural and village schools. All laboratory work will be presented in such a way that it can be adapted to the needs of the individual teacher. Practical work is given in greenhouse, field, and garden.

9. **Landscape Gardening.** For a full description of this course see Agricultural Department, Senior College.

15. **General Entomology.** The study of our local insect fauna, together with the systematic relation and the identification of the orders and the more important families, genera, and species, and the habit and life histories of representative species. Lectures and field work.



Bird Study Clas.

MUSIC.

John Clark Kendel, A.B., Director.

Nellie B. Layton, Pd.M., Piano.

Josephine Knowles Kendel, Voice.

Lucy B. Delbridge, Pd.M., Violin.

Lee M. Lockhart, Bras and Reed Instruments.

The courses offered by the department are of two kinds:
(a) Courses which are elementary and methodical in their nature and are meant to provide comprehensive training for teachers who teach vocal music in the public schools.

(b) Courses which treat of the historical, literary, and esthetic side of music and are meant for those who wish to specialize in school music and become supervisors.

Courses for the grade teacher and general student: Music 1, 2, 3, and 4.

Courses for supervisors and those who combine music instruction with other subjects: Music 2, 5, 7, 8, 9, and 10.

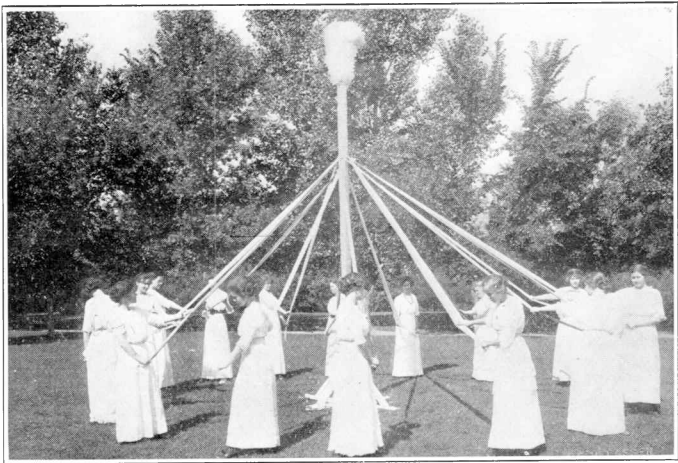
Courses which are cultural in their nature and are meant for the general or special student: Music 7, 10, 12, 13, and 14.

Private Instruction.

No instruction in voice, pianoforte or violin is provided by the school, but, if a teacher wishes to take up or continue the study of any of these special branches while attending the College, the opportunity will be given by the various instructors of the music faculty at one dollar per lesson, for which credit will be allowed.

All persons contemplating taking private lessons in music of any kind in the institution for credit should see the director of the department to make arrangements as soon as possible and mention their intentions to the Dean of the college when making out their program, in order to receive credit.

During the Summer Session the Department of Dramatic Interpretation and the Music Department hope to unite in producing Tennyson's "Foresters." A chorus is to be organized for those interested in choral work. In addition to these the department contemplates producing some comic opera of standard grade.



Maypole Dance.

1. **A Course for Beginners.** (Open to Senior College students.) Notation, theory, sight-reading. The course is designed especially for teachers desiring to make sure their knowledge of the rudiments of music so that they may be able to teach music in the public schools more proficiently.

2. **Methods for the First Eight Grades.** (Open to Senior College.) A very practical course for teachers in which the material used in the public schools is studied and sung, with suggestions as to the best ways to introduce all phases of the work.

10. **Methods in Appreciation.** (Open to Senior College.) This course is planned to help teachers to present more intelligently the work in Appreciation of Music for which there is such a growing demand in all our schools. A careful graded course suitable for each grade will be given.

12. **Individual Vocal Lessons.** (Open to Senior College.) Correct tone production, refined diction, and intelligent interpretation of songs from the classical and modern composers. One hour credit granted for twelve lessons that show satisfactory progress. To make arrangements for this work consult the director of the department.

13. **Individual Piano Lessons.** (Open to Senior College.) The piano work is especially arranged to meet the needs of teachers wishing to acquire a repertoire of simple music of the grade required in kindergarten, primary, and physical education work.

For advanced students the work will be arranged to fit their individual needs. Credit the same as for Course 12.

14. **Individual Violin Lessons.** (Open to Senior College.) The work will be outlined according to the ability of the student. Credit the same as for Course 12.

16. **Individual Brass or Reed Instrument Lessons.** (Open to Senior College.) The work will be outlined according to the ability of the student. Credit the same as for Course 12.

FYSICAL EDUCATION.

Royce Reed Long, A.B.

Margaret Joy Keyes, A.B.

The work of the department is planned to meet the needs of three classes of students: 1. For those desiring to prepare for teaching positions in Physical Education, or as playground directors; 2. For those who desire training in a few special branches

of physical training; and 3. For those who desire recreational activity for their own improvement or development while pursuing courses in other branches of education.



Outdoor Gymnastics.

For qualified students it is possible to secure a departmental recommendation after completing satisfactorily four summers of work at the State Teachers College. The general requirements are similar to those of major students during the regular session.

All students entering the practical courses are required to wear a regulation gymnasium uniform. For women this consists of a bloomer suit and suitable shoes. Those taking the folk dancing should provide themselves with flexible leather-soled, heelless shoes. Those taking esthetic dancing are required to have ballet slippers and black accordion pleated or circular skirts in addition to the bloomer suit.

1. **Fysiology and Hygiene of Fysical Training.** A study of the effects of exercise upon the bodily mechanisms; influence of exercise on the syco-motor functions, nutrition, elimination, organic vigor; the effects of various types of exercises upon heart rate, blood pressure, etc., and the application of physiological principles to practical physical training. Mr. Long.

2. **Mecanics of Bodily Exercise.** Junior or Senior College. Essentials of anatomy as related to physical education. A brief study of osteology and the articulations; muscles and their actions; analysis of movements of the body, their origin, development, and mechanism as a basis for the selection of gymnastic

exercises. Lectures, demonstrations, quizzes, written examinations. "Bowen's Mechanics of Bodily Movement" will be used as a guide. Mr. Long.

3. Elementary Light Gymnastics. Class organization and conduct; fundamental positions and movements without, and with, light apparatus; elementary free arm, wand, dumb-bell, Indian club drills, principles of selection and arrangement of movements. Practis, reports, organization and leading of drills. Mr. Long.

5. Outdoor Plays and Games. A course in plays and games progressively arranged from the simple ring and folk games to the more highly organized group and team games involving market competitive elements. The course aims to meet the needs of the school and playground, particularly for the younger children.

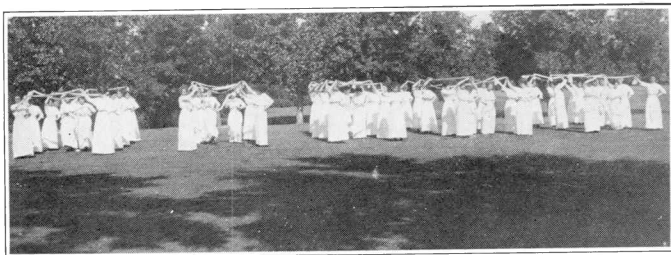
Miss Keyes.



A Festal Group.

6. Folk and Singing Games. A course planned especially for those desiring material for the elementary grades. Traditional games, singing plays and games, gestures, imitation, chasing and catching games which appeal especially to the young through the energy of movement and imaginative situations. Miss Keyes.

7. Folk Dances for School and Playground. A course in folk dances arranged to meet the need of the school and playground. Folk dances of various nations, their origin and meaning, and method of presentation; dances which meet physical, moral, and social requirements, yet simple enough to afford enjoyment to children without a large amount of practice. Miss Keyes.



Gymnastics Out of Doors.

8. **Esthetic Dancing.** Technic of the dance. Plastic exercises; the development of perfect bodily cōordination and rythmical responsivnes. Practis, reports. Miss Keyes.

11. **Playground Games.** Group and team games appropriate for contests on the playground, or for scool or college; captain ball, end ball, newcomb; volley ball; playground ball; basket ball. Soccer foot ball wil be practist and methods of conducting games, rules governing games, etc., wil be discust. Mr. Long.

12. **Track and Field Athletics.** Track and field sports, technic, rules, methods of coaching; conduct of meets; group competitions for the whole scool. Mr. Long.

13. **Play and Playground Organization and Conduct.** The meaning of play; relation to mental and fysical growth and development; importance of play and recreation in child and adult life; relation of play to forward education; practical considerations in the organization, equipment, and administration of playgrounds; activities for the scool and public playground. A course givn in cōoperation by Mr. Bell and Mr. Long. Two lectures and three practis hours per week.

Mr. Bell and Mr. Long.



Folk Dancing.



The Industrial Arts Bilding.

The Senior College

GURDON RANSOM MILLER, A.M., Dean

The Senior College includes the third and fourth years of the work of The State Teachers College.

The Senior College offers to all students and professional teachers, who have done not less than two years of study beyond the high school, an opportunity for higher professional and scholastic work.

It furnishes special advanced preparation for Normal School critics and teachers.

It offers superior opportunities for supervisors of all elementary school work.

Supervisors of special subjects, Music, Art, Manual Training, Domestic Science and Art, Agriculture and Physical Education, will find courses adequate to their needs in the Senior College.

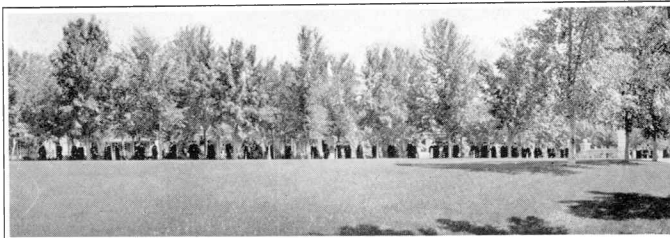
High School teachers will find here superior professional and scholastic courses adapted to their professional aims.

Principals and superintendents will find in the Summer program of the Senior College an unusual number of courses, specially intended for mature students of wide professional interests.

Our Teachers' Bureau says, "We need more A.B. graduates as candidates for Normal School positions, and for first rate places in the public school service."

The Senior College grants the A.B. degree at the successful completion of the fourth year of study.

The Senior College grants the Pd.M. degree at the successful completion of the third year of study.



Convocation Processional.

EDUCATION.

Thomas C. McCracken, A.M.

The work of this department, altho having to do primarily with fundamental theory underlying the educativ proces, shows also how such theory is of practical valu to the teacher. The teacher needs a theoretical background for her work and a broad acquaintance with all fields of educational activity. The purpose of the courses offerd is to meet these needs.

Other courses in education ar listed and described in the departments of Sycology, Training Scool, Sociology, Biology and in other departments as courses in methods. The numbers at-tacht to the varius courses indicate nothing as to order in which they must be taken.



Young Women Athletes.

22. **Evolution of Secondary Education.** Open to Graduate College students. This course takes up the history of secondary education. Special attention will be givn to the study of the American high scool in relation to the life and needs of the American people. The historical study will prepare the way for the analysis of present conditions, and this will be used as the basis for the determination of the function and significance of the high scool at the present time, and its responsibility for new adjustments to present social needs.

Mr. Barrett.

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

President Snyder.



The Soccer Team.

12. **Current Social Movements in Education.** Open to mature students of the Junior College upon permission of the instructor and to students of the Graduate College. This course consists of lectures, discussions, readings, and reports, all centering in the thought of education as a faze of the social proces. It will take up topics such as the folloing: The scool and society; the scool as a social center; relation of the teacher to the community; the social interpretation of the curriculum, with the significance of the varius subjects of study; the proces of socializing the individual; recent and contemporary sientific and social tendencies, with their bearing on education; problems of child welfare; the rural scool in its relation to rural life; the play-ground movement; the trend toward vocational education and vocational guidance.

Mr. McCracken and Mr. Bell.

20. **High Scool Administration.** Open to Graduate College students. This course wil deal with the organization, manage-

ment, and administration of high schools: a critical examination of typical high schools, emphasizing the function, courses, social needs, equipment, special classes, training and qualification of teachers, and similar matters of administration; and the high school in its administrative relation to elementary and higher education.

Mr. Sexson.

11. **Principles of Education.** For full description of this course see Education Department, Junior College.

31. **Religious and Moral Education.** For full description of this course see Education Department, Junior College.

33. **History of Modern Elementary Education.** For full description of this course see Education Department, Junior College.

27. **General Education.** For full description of this course see Education Department, Junior College.

29. **Current Educational Thought.** For full description of this course see Education Department, Graduate College.

23. **Research in Education.** For full description of this course see Education Department, Graduate College.

28. **Comparative Study of School Systems.** For full description of this course see Education Department, Graduate College.

42. **Administrative and Social Aspects of Education.** For full description of this course see Education Department, Graduate College.

17. **Vocational Education.** For full description of this course see Education Department, Graduate College.

9. **Theory and Practice of Teaching.** For full description of this course see Education Department, Junior College.



City Park and Drinking Fountain.

24. **Scool Administration.** For full description of this course see Education Department, Junior College.

26. **The Rural Scool Curriculum and the Community.** For full description of this course see Education Department, Junior College.

25. **Administration of Rural Scols.** For full description of this course see Education Department, Graduate College.

30. **Rural Education.** For full description of this course see Education Department, Junior College.

Other Courses.

The folloing courses of special interest to professional students of Education ar selected from among those offerd in other departments. For the conditions under which these courses may be taken and for detaild descriptions of them the student is advised to refer to the departments mentioned.

Soc. 1. Anthropology.

Soc. 7, 8, 9. Social Economics.

Ind. Art 4. Pre-Vocational Education.

Tr. Sc. 42. Principles of Teaching as Applied to High Scool Subjects.

Tr. Sc. 44. High Scool Practicum.

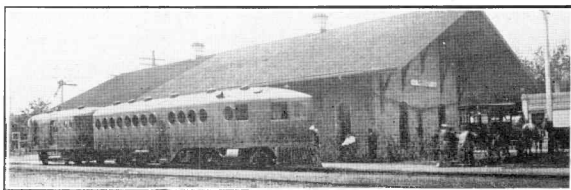
Syc. 5. Syco-Clinical Practis.

Syc. 6. Child Hygiene.

Fysiol. 2. Bacteria, Profylaxis, and Hygiene.

Fys. Ed. 14. Reserch in Fysical Education.

Hygiene 1. Scool Hygiene and the Hygiene of Instruction.



Motor Car at the Railway Station.



The Training School.

THE TRAINING DEPARTMENT.

David Douglas Hugh, A.M., Dean.

William Barnard Mooney, A.B., Supervisor of Practis
Teaching, Summer, 1915.

(Courses 2 to 15, inclusiv, ar primarily intended for students who ar interested in teaching in the grades of the elementary scool.)

2. **Elementary Scool Teaching.** (For description see Course 2 of the Junior College section of the Training Department.)

5. **Primary Methods.** (For description see Course 5 of the Junior College section of the Training Department.)

Miss Long.

6. **Primary Methods.** (For description see Course 6 of the Junior College section of the Training Department.)

Mrs. Sibley.

7. **Third and Fourth Grade Methods.** (For description see Course 7 of the Junior College section of the Training Department.)

Miss Lawler.

8. **Fifth and Sixth Grade Methods.** (For description see Course 8 of the Junior College section of the Training Department.)

Mr. Mooney and Mr. Freeland.

9. **Seventh and Eighth Grade Methods.** (For description see Course 9 of the Junior College section of the Training Department.)

Mr. Mooney and Miss Green.

15. **Story-Telling in the Grades.** (For description see Course 15, Training School Department, Junior College section.)

Miss Statler.

16. **School Hygiene.** (For description see Course 1, Hygiene Department.)

Mr. Freeland.



Play Indians in Camp.

(The two following courses are intended primarily for those interested in kindergarten work.)

32. **Constructive Occupations in the Kindergarten.** (For description see Course 32 of the Junior College section of the Training School Department.)

Miss Julian.

38. **The Play Life of Children as a Basis for Education in the Kindergarten.** The meaning of educational play and its significance in the mental and moral development of the children of the kindergarten and primary grade age are considered. The course will include readings, lectures, observation in the kindergarten, and discussion of methods and materials.

Miss Julian.

The following five courses are intended for those who are primarily interested in high school work:

40. **Practic Teaching in the High School.** There will be an opportunity for practis teaching for a limited number of students in the high school during the summer session. Those who intend to graduate at the close of the summer term and who have not completely satisfied the requirements for practis teaching are asked to make application to Professor W. B. Mooney, supervisor of practis teaching during the summer term, at the earliest possible date, stating the subject or subjects which they prefer to teach.

42. Principles of Teaching as Applied to High School Subjects. Discussions, lectures, readings, and observations. This is an attempt to study in a real and practical way some of the best modern methods, equipment, material, etc., pertaining to the teaching of the different high school subjects, and to point out some of the special difficulties peculiar to each subject. Each student, before the close of the term, will make a special study of the subject which he is preparing to teach. This course is open only to present or prospective high school teachers, and should be taken by such instead of Course 1. Mr. Barrett.

44. High School Practicum. This course will consist of the study of a number of practical problems for the high school teachers. Among these will be the classification and causes of crimes and misdemeanors, faults, etc., having to do with high school government; truancy, its causes and remedies; student government, its history and present value; play and athletics, value and best methods of control; high school incentives; the high school as a social center; dental and medical inspection; how to provide for the varying abilities of pupils; elective vs. required studies; retardation and elimination of high school pupils; home study. Mr. Bell.

46. Observation and Methods of Teaching High School Subjects. This course will consist of a study of methods adapted to high school work, with especial reference to the teaching of mathematics and science. Observations of the teaching of classes in the high school will form a part of this course. Mr. Hill.

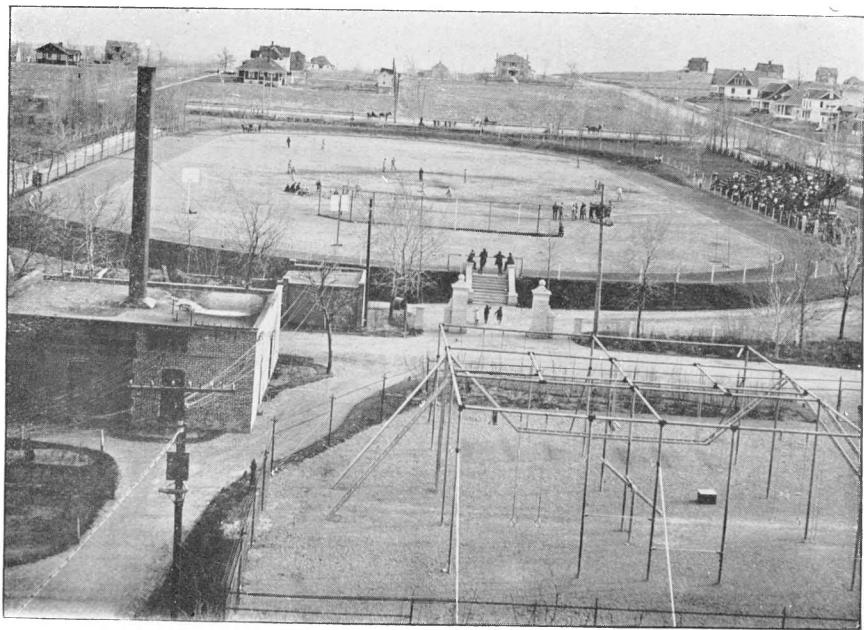
47. Principles of Teaching as Applied to Practical Arts Subjects. (For description see Course 5, Department of Practical Arts. This course satisfies the requirement for Training School 1 for students majoring in the Department of Practical Arts.) Mr. Hadden.

SYCOLOGY AND CHILD STUDY.

Jacob Daniel Heilman, Ph.D.

3. Child Study. (Extra reading will be required of the Senior College students.)

4. Clinical Sycology. (Additional reading required.)



Playground and Athletic Field.

BIOLOGICAL SCIENCE.

Arthur Eugene Beardsley, A.M.

26. **Bacteria, Profylaxis, and Hygiene.** Senior College and Junior College. Electiv. The helth of the students is an important and vital factor in scool efficiency. This course aims to giv specific instruction in the causes of diseas and the methods of its prevention. Pains will be taken to throw the stres upon those things which it is possible for any intelligent person to do in the matter of prevention of diseas without the aid of a fysician. Some of the topics for special consideration ar as folloes: (1) Bacteria—what they ar, how they liv and grow, where found; bacteria of the air, of water, and of soils; bacteria of foods; useful bacteria; injurius bacteria; parasites and safrofytes; bacteria which produce diseas (pathogenic bacteria). (2) Pro-fylaxis—prevention of diseas; how diseas germs ar carried; how they gain entrance to the body; means by which they may be avoided. (3) Personal hygiene—hygiene of the scool room and of the home.



Biological Laboratory

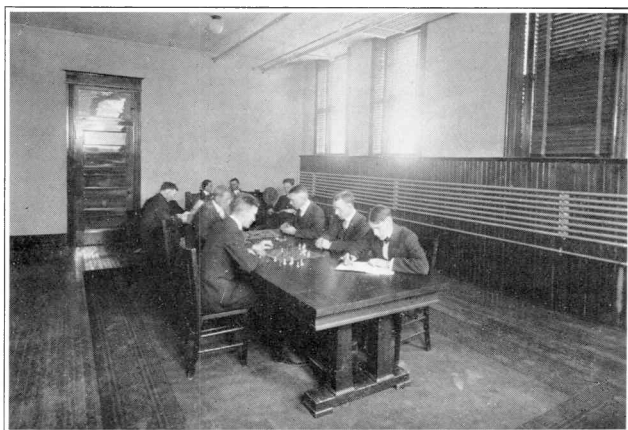
HYGIENE.

George E. Freeland, A.B., A.M.

Arthur Eugene Beardsley, M.S.

The Department of Hygiene has been organized to meet a growing demand for work of this nature. Its intention is to stress everything that pertains to health in both the school and in life. We believe that every student who goes to school anywhere, either in the grades, high school, or in college should emerge from the training he receives with better health habits, both physically and mentally, than when he entered. Too much stress upon the learning of facts at any cost, is too often the custom. It must be borne in mind that the student's health, happiness, and working efficiency are more important than any amount of learning. The work is to be taken up from four different standpoints: the school, the child, the public, and the theory and science of prophylaxis.

1. **School Hygiene and the Hygiene of Instruction.** For the summer term we have combined the two courses that are given in the regular catalog under the above headings. We intend to consider the most interesting sections of each course. The many factors in school life and equipment that affect health, and means of making these better in the average school, as well as possibilities in schools with more means will be taken up in the first half



Men's Clubroom.

of the work. In the Hygiene of Instruction, methods of teaching every subject in the elementary school curriculum from the health point of view will be developed. The hygiene and efficiency of work, what the human machine is capable of, and how to get the most from it, are central points. Mr. Freeland.

9. **Bacteria, Prophylaxis, and Hygiene.** (This course is described under Junior College.)

MATHEMATICS.

George William Finley, B.S.

Roscoe C. Hill, A.B., Summer, 1915.

1a. **Solid Geometry.** Junior College. (Open to Senior College.)

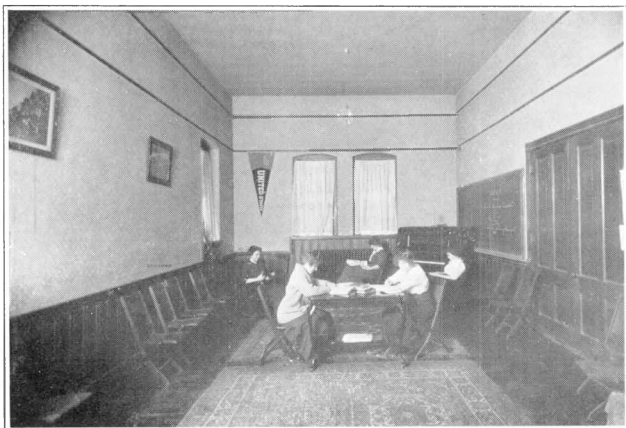
1. **College Algebra.** Junior College. (Open to Senior College.)

3. **Plane Trigonometry.** Junior College. (Open to Senior College.)

4. **Analytic Geometry.** Junior College. (Open to Senior College students who have had Mathematics 3.)

8. **Methods in Arithmetic.** Junior College. (Open to Senior College.)

9. **Elementary Algebra—Teachers' Course.** The work here consists of a thorough review of the principles of algebra and a dis-



The Newman Club Room.

cussion of the progres that has been made in methods of teaching the subject in recent years. Emfasis is placed upon the practical applications of algebra.

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

FYSICAL SIENCES.

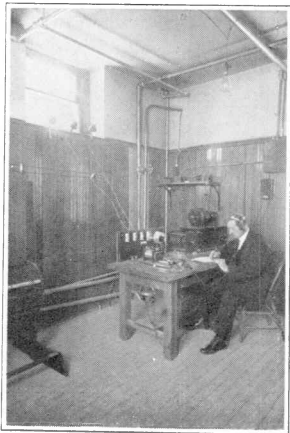
Francis Lorenzo Abbott, A.M.

D. E. Weidmann, Pd.B., A.B., Summer, 1915.

4. Advanst Fysics. (Open to Junior College.) Radio-Activity. To hav a clear conception of Radio-Activity one must clearly understand the nature of Kathode rays. We ar equipt to illustrate fully the nature of Kathode and X-rays. This is folloed by discussions of the Radio-Activ substances and the disintegration products of Radium and Radium-Emmanations. The X-rays and the Canal Rays ar closely associated with the Kathode rays, and must be studied.

9. Radio-Graphic Fysics. (Open to Junior College.) The subject of Radio-telegrafy has become such an important factor in the busines of the world that it is now necessary that teachers of sience giv the subject their consideration.

In giving this course, we keep in mind the special requirements needed by teachers who desire to instal a wireles station in their own scools. Students electing this course ar given an opportunity of lerning the wireles code. The department is equipt with a complete 1 K.W. Hightone Clapp-Eastham transmitting set; also a complete receiving set, together with a wave meter and standard condenser. We can easily communicate with any station in Colorado and can read radiograms sent out from Key West, New Orleans, Arlington and San Francisco.



Wireles.

Some of the subjects included in this course ar as folloes: capacity

and inductive effects; oscillatory discharges; coupling of circuits; aërials, kind and installation of; detectors; damped and undamped waves; measurements in Radio-Telegraphy.

GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY.

George A. Barker, M.S.



Winter Sport.

20. **Geography of Colorado.** A thorough study will be made of the physical features, climate, vegetation, animal life, dry farming, irrigation, fruit raising, mining industry, and other resources of the state.

21. **Climatology.** Open to Senior College students who have had Geography 2 or its equivalent.

SOCIOLOGY AND ECONOMICS.

Gurdon Ransom Miller, Ph.B., A.M.

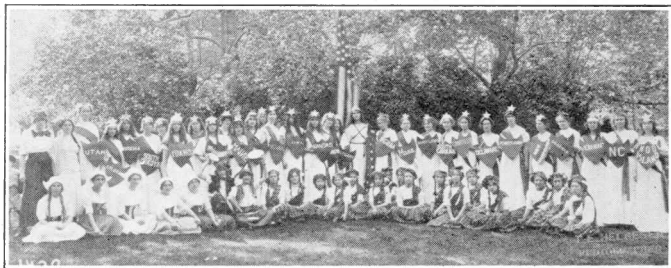
17. **Women and Social Progress.** A study of the woman movement; its history, its economic and sociological significance; its possible effects on social progress; its relation to education, and its specific relation to the education of women.

This course is open to any students who have had two or more courses in Sociology, and may be substituted for any required Senior College course in the department.

HISTORY.

Edwin B. Smith, B.S.

11. **History of Commerce.** (Junior College.) A survey of commerce from its beginning; colonial commerce and its consequences to European nations; commerce in the several periods of American development; the present policy of the United States; international complications and international law applying.



A Patriotic Pageant.

6. **History of Germany.** (Junior College.) A study of the Germans and the conditions in Europe traceable to them; the German Empire; the conditions of the people; German diplomacy; the present European War. The emphasis of the course will be upon the present conflict in Europe.

MODERN FOREIGN LANGUAGES.

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

German.

11. **Advanced German.** Students should have had at least two years of college or three years of high school German before undertaking this course. Gutzkow's **Uriel Acosta**, and Grillparzer's **Der Traum, ein Leben**, will be studied. Students will be expected to write a paper on one of the texts read before the end of the term.

French.

7. **Advanced French.** Corneille's works: **Le Cid**, **Horace**, **Polyeucte**. (Graduate course open to mature Senior College students. By conference.)

8. **Advanced French.** Racine's works: **Athalie**, **Esther**, **Iphigénie**. (Graduate course open to mature Senior College students. By conference.)

9. **Advanced French.** Molière's works: **L'Avare**, **Le Misanthrope**, **Tartuffe**. (Graduate course open to mature Senior College students. By conference.)

Spanish.

J. R. Morgan, Pd.M., A.B., Summer, 1915.

1. **Elementary Spanish.** Beginning course.
2. **Elementary Spanish.** Second term work.
3. **Elementary—Intermediate Spanish.** Prerequisite: Courses 1 and 2, or at least one year in high school Spanish.

Advanced courses will be organized if a sufficient number desire them.



North Entrance and Library.

LITERATURE AND ENGLISH.

Ethan Allen Cross, Ph.M.

14. **Shakespeare's Plays.** Open also to Graduate students, and to Junior College students majoring in English. The plays to be studied for the summer term are the tragedies most commonly taught in high schools, **Hamlet** and **Macbeth**. The course is intended especially for high school teachers or those who expect to do such teaching.

17. **The Short Story.** Open also to Junior College students majoring in English. A study of the construction and the meaning of the short story as a form of literary art, including a reading of a number of representative stories of today. The textbook for the course is the instructor's "The Short Story."

15. **Modern Plays.** Open also to Junior College students majoring in English. Reading and class discussion of fifteen plays that best represent the characteristic thought-currents and the dramatic structure of our time.

7. **The Epic.** Junior College.

READING AND INTERPRETATION.

Frances Tobey, B.S.

2. **Reading in the Grades.** Junior College. (Open to Senior College students.)
6. **Dramatic Interpretation.** Junior College. (Open to Senior College.)
15. **The Festival.** Junior and Senior College.

MUSIC.

John Clark Kendel, A.B., Director.

5. **Supervision of School Music.** The material used in the grades and high school is taken up and studied from a supervisor's standpoint. Actual practice in conducting choruses of a standard nature will be offered those interested in this course. Opportunities to observe and teach in the training school will be offered those prepared to do the work satisfactorily.

1. **A Course for Beginners.** (Open to Junior College.)
2. **Methods for the First Eight Grades.** (Open to Junior College.)
10. **Methods in Appreciation.** (Open to Junior College.)
12. **Individual Vocal Lessons.** (Open to Junior College.)
13. **Individual Piano Lessons.** (Open to Junior College.)
14. **Individual Violin Lessons.** (Open to Junior College.)
16. **Individual Brass or Reed Instrument Lessons.** (Open to Junior College.)



The Glee Club.



Metal Workers.

PRACTICAL ARTS.

Samuel Milo Hadden, A.M., Dean.

5. **Principles of Teaching as Applied to Practical Arts.** For a full description of this course see Industrial Arts, Junior College.

17. **Vocational Education.** For a full description of this course see Department of Education, Graduate College. Open to mature Senior College students after advice.

23. **Seminar.** Open to advanced students of the Senior College. For a detailed description of the course see Industrial Arts, Graduate College. Mr. Hadden.

4. **Pre-Vocational Education.** The course is divided into two definite sections:

First. The fundamental basis for pre-vocational work, the movement from the standpoint of special governmental and state schools, rural schools, state movements, including vocational clubs in relation to community interests, with a type program for the furthering of the movement from state and community standpoints.

Second. The course of study and special methods of pre-vocational work in city school systems. The best courses in the different American and European cities will be considered with a summary of what may constitute a typical pre-vocational course for a Western city, as based upon the demands and needs for such work. Mr. Hadden and Mr. Freeland.

14. **Care and Management.** This course is designed to give the student a practical knowledge of the general up-keep of the school



The President's House.

shop, including the filing and grinding of tools, the handling of power tools and their care. The arrangement and care of tool rooms will be fully discust. Mr. Foulk.

2. **Intermediate Woodwork.** For a full description of this course, see Junior College. Open to Senior College students.

Mr. Foulk.

19. **Wood Turning.** For a full description of this course, see Junior College. Open to Senior College students. Mr. Foulk.

6. **Repair and Bilding Equipment.** For a full description of this course, see Junior College. Open to Senior College students.

Mr. Foulk.

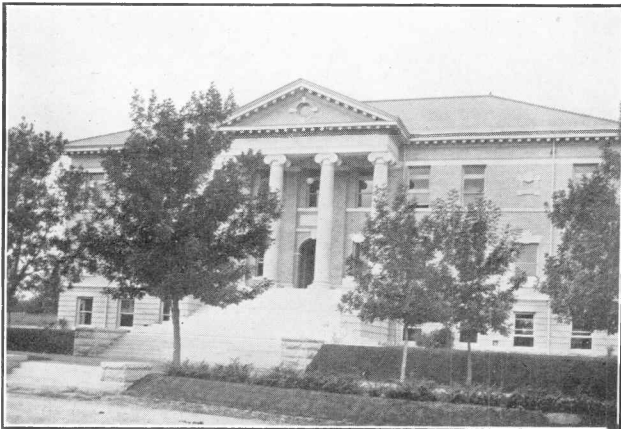
12. **Arcitectoral Drawing.** For a full description of this course, see Junior College. Prerequisite, Course 10.

17. **Elementary Machine Design.** For a full description of this course, see Junior College. Prerequisite, Course 10.

9. **Advanst Art Metal.** This course is primarily intended for students in the Junior College, but may be taken by Senior College or other students who hav had Course 8 of Junior College, or equivalent.

1. **Elementary Bookbinding.** For a full description of this course, see Junior College. Open to Senior College students.

2. **Intermediate Bookbinding.** For a full description of this course, see Junior College. Open to Senior College students.



Guggenheim Hall.

3. **Advanst Bookbinding.** Theoretical study of bookbinding, together with practical work, a continuation of Course 2.

1. **Elementary Printing.** For a full description of this course, see Junior College Section. Open to Senior College students.

2. **Intermediate Printing.** For a full description of this course, see Junior College Section. Open to Senior College students.

3. **Advanst Printing.** For a full description of this course, see Junior College Section. Open to Senior College students.

FINE AND APPLIED ARTS.

Walter F. Isaacs, B.S.

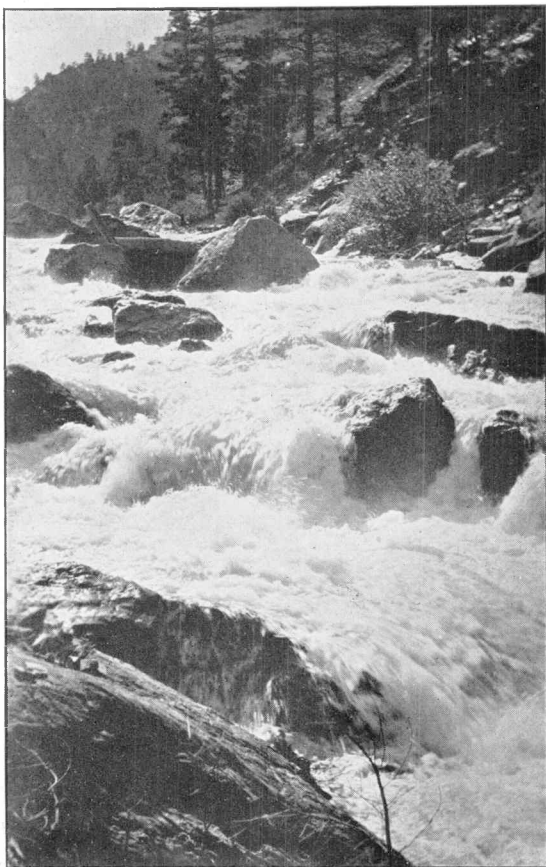
44. **Commercial Design.** Design considered in its relation to advertising art. Posters, cover designs, and varius advertising problems ar executed by the student. Lectures on the appreciation of newspaper, magazine, and book illustration. Drawing for reproduction. A course with direct bearing on life and industry, and essential in every course of study.

45. **Methods in Art Supervision.** The supervision of art education in city systems; the planning of a course of study; methods of teaching; discussions on the modern tendency in art education; rural scool problems.

46. **Oil Painting.** For detaild description, see Graduate College.



Agricultural Exhibit.



The Poudre River.

HOME ECONOMICS.

Ida Marshall, B.S.

Merle Kissick, A.B., Ph.B.

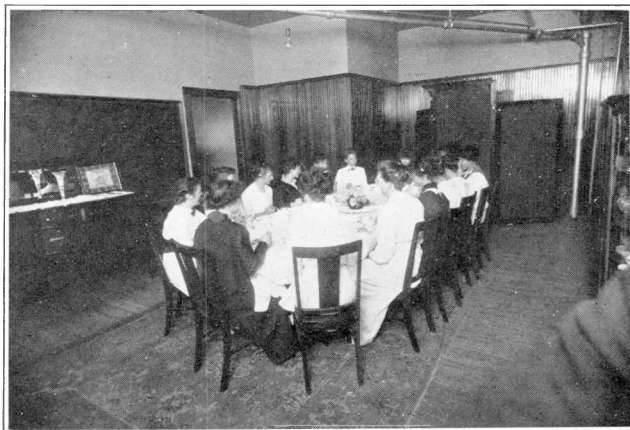
In order to be of greatest servis to those who hav taut Home Economics and who hav problems to meet in which they wish aid, it is strongly advised that they take one of the courses in the Methods of Teaching Home Economics. Individual problems will be discust and workt out.

7. **Dietary Problems.** An application of the principles of human nutrition. A study is made of the relativ valu of the varius articles of food as energy givers and body bilders, and their relativ cost. Practical comparison is made of nutritiv values of the common foods by computing, preparing and serving meals at specific costs in which specified nutrients ar furnisht. Prerequisite, at least one year's work in the study and cookery of foods.

Two periods on Tuesday, Wednesday and Friday wil be devoted to laboratory work. One period on Monday and Thursday to lectures and reports.

5. **Housewifery.** For a full description of this course, see Home Economics Department, Junior College.

8. **Methods of Teaching Domestic Siencie.** For a full descrip-



The Proof of the Pudding.

tion of this course, see Home Economics Department, Junior College.

20. **Seminar.** For a full description of this course, see Graduate College, Household Art.

8. **Methods in Household Art.** For a full description of this course see Household Art, Junior College.

9. **Textiles.** The course covers the following work: (a) Identification of fibers and fabrics; (b) Construction of weaves; (c) Methods of manufacture of yarns and fabrics; (d) Physical and chemical analysis of fibers and fabrics. The work consists of laboratory and lecture periods. Prerequisite: Chemistry.

4. **Dressmaking.** For a full description of this course, see Household Art Department, Junior College.

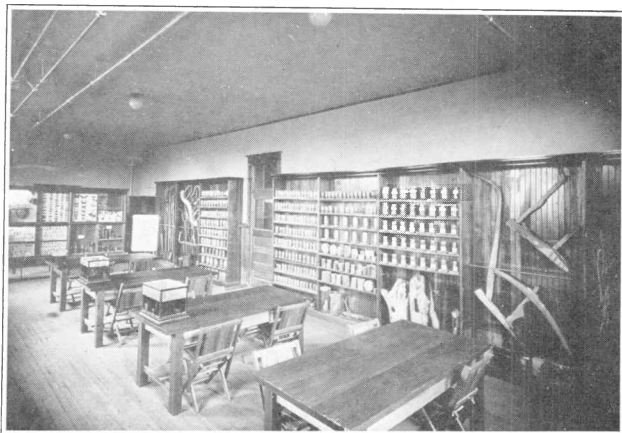
AGRICULTURE.

Charles Hall Withington, M.S., A.M.

9. **Landscape Gardening.** This course is a study of the ideals of landscape work, and the means adopted to secure the best results in lawns, parks, public grounds, etc. Prerequisite: Plant Propagation.

15. **General Entomology.** For a full description of this course, see Agricultural Department, Junior College.

17. **Entomology, Seminar.** For a full description of this course, see Agricultural Department, Graduate College.



Class-Room—Agriculture.



Pioneer Statue.

The Graduate College

THOMAS C. McCracken, A.M., Dean.

The Graduate College offers advanced instruction leading to the degree of Master of Arts in Education. The principal aim of graduate study is the development of the power of independent work and the promotion of the spirit of research. Every department of the college is willing to offer not only the courses regularly scheduled but others of research and advanced nature which the candidate wishes to pursue. Each candidate for a degree is expected to have a wide knowledge of his subject and of related fields of work.

Persons holding the degree of Bachelor of Arts, Letters, Philosophy, or Science from a reputable institution authorized by law to confer these degrees, or holding any other degree or certificate which can be accepted as an equivalent, may be admitted as graduate students in The Colorado State Teachers College upon presenting official credentials.

The prospective student shall fill out the blank "Application for Admission" and hand it to the Dean of the Graduate College for his approval. Such blanks may be secured by addressing The State Teachers College, Greeley, Colorado.

GENERAL PLAN OF WORK FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION.

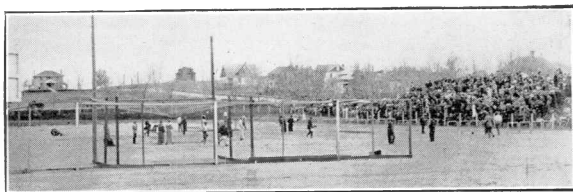
General Requirements.

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

Units of Work. A year's work shall be interpreted as sixty (60) term-hours. Forty-eight hours credit will be given for grad-

uate courses pursued and twelv (12) hours credit for the Master's thesis which is required. Twenty (20) hours credit per term during the regular scool year is the maximum, inclusiv of the reserch involvd in the thesis requirement.

Special Interpretation of Graduate Work in Summer Term. Graduate students shal receiv for each graduate course pursued in the Summer Term a credit of three (3) hours, twelv (12) hours being the maximum credit per summer term, inclusiv of reserch work in connection with the thesis. In the three summer terms of residence work the student may ern thirty-six (36) hours credit; the remaining twenty-four (24) hours may be ernd in non-residence in the intervals between Summer Terms. This organization of the work for students who cannot attend for one year of three consecutiv terms is regarded as preferable to the distribution of the work thru four or five summer terms. In fact, the extension of the work thru a longer period than that of



Cranford Athletic Field.

three years is regarded as highly undesirable, on account of the lack of continuity and intensiveness in the caracter of the work done. If the work is not completed within three years, new conditions may be imposed upon the candidates or the old conditions may be modified.

The Nature of Graduate Work.

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

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

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

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

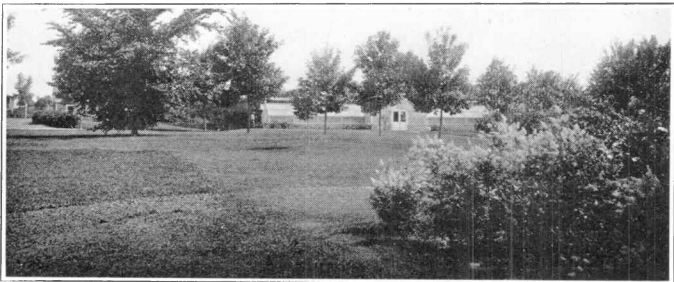
(3) Provision for reserch work in any department.

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

(4) Thesis.

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

The thesis, as a rule, should giv the origin, growth, and development of the problem. It should contain a resume of all the significant contributions that hav been made toward its solution, and it should bring the status of the problem up to date. It should hav that degree of detail and completenes which wil make it authoritativ for another who wishes to kno the history and present status of the problem in question. It is not essential to the Master's thesis that an original contribution be made, but in many cases this is both



Greenhouse and Grounds.

desirable and possible. In this matter much will depend on the nature of the problem.

(5) Breadth and range of professional outlook.

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

Biological—

Thomson, John A. Darwinism and Human Life
 Shute, D. K. Organic Evolution
 Conn, H. W. Method of Evolution

Psychological—

Ebbinghaus, Terman Psychology
 Angell, J. R. Psychology
 Pillsbury, W. B. The Essentials of Psychology

Child Nature—

Tanner, Amy. The Child
 Kirkpatrick, E.A. The Individual in the Making

Functional Point of View—

Miller, Irving E. Psychology of Thinking
 McMurry, F. M. How to Study

General Method—

Charters, W. W. Methods of Teaching
 Strayer, G.D. A Brief Course in the Teaching Process

Principles of Education—

Ruediger, Wm. C. Principles of Education
 Bolton, F. E. Principles of Education

Historical—

Graves, F.P. History of Education (3 vols.)
 Parker, S. C. History of Modern Elementary Education
 Monroe, Paul. Text-book in The History of Education

Social Education—

- Perry, Clarence A. Wider Use of the School Plant
 King, Irving. Social Aspects of Education
 Denison, Elsa. Helping School Children

Vocational Education—

- Kerschensteiner, Geo. Education for Citizenship
 Leavitt, F. M. Examples of Industrial Education
 Reports of the National Society for the Promotion of Industrial Education.

Vocational Guidance—

- Bloomfield, Meyer. Vocational Guidance of Youth
 Puffer, Jos. A. Vocational Guidance
 Report of the second National Conference on Vocational Guidance.

Educational Administration—

- Dutton & Snedden. . . . Administration of Public Education
 in the United States
 Strayer & Thorndike. Educational Administration
 Cubberley, E. P. State and County Educational
 Reorganization
 Hollister, H. A. The Administration of Education
 in a Democracy

Education in Rural Communities—

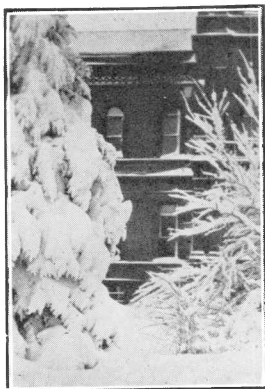
- Cubberley, E. P. Rural Life and Education
 Curtis, Henry S. Play and Recreation
 Eggleston & Bruere. The Work of the Rural School

(6) Final examination upon the whole course.

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

General Information.

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



A Winter Scene.

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

3. All work allowed as resident work toward the M.A. degree shall be done in residence at this institution except when it is done by specific arrangement with the Dean of the Graduate College of this institution under the direction of one of the regular summer exchange professors (e. g., Dr. Suzzallo, Dr. Hall, etc.) in institutions of collegiate rank of whose faculty they are members.

4. In order that the standard of intensive and specialized work for the Master's degree may be maintained, no graduate credit will be given for elementary courses, for scattered and unrelated courses, for public platform lectures or public platform lecture courses, for courses in which the element of routine is large as compared with the theoretical and professional aspects.

5. Excess A.B. work may be applied toward the M.A. degree only when arrangement is made in advance with the Dean of the Graduate College so that he may see that the work is made of M.A. standard and that it is in line with the specialization necessary for the M.A. degree.

6. Five hour summer courses of A.B. standard may be allowed to be applied as M.A. work for three hours credit only when approved in advance by the Dean of the Graduate College subject to conditions formerly adopted.

7. The courses which may be taken for graduate credit must be of an advanced character, requiring intensive study and specialization. Certain approved courses in the Junior and Senior Colleges may be pursued for graduate credit; but, when so taken,

the character of the work done and the amount of ground to be covered must be judged by a higher standard than that which applies to the regular Junior or Senior College student. The standard of intensive work set for the graduate student must be maintained even if special additional assignments have to be made to the graduate student who works side by side with the Senior College student.

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

9. Fifteen hours credit toward the M.A. degree shall be the maximum amount allowed to be earned in a regular school year by anyone who is employed on full time, except upon the recom-



The Basketball Team.

mentation of the Dean of the Graduate College and the approval of the Council of Deans.

10. A clas admission card similar to that used in undergraduate work but of different color shall be used for admission to clas in order to indicate clearly to the instructor that the student is to do graduate work. This card should be approved by the Dean of the Graduate College as well as by the Dean of the College.

11. Instructors who have graduate students in their classes shall report in writing to the Dean of the Graduate College their statement of extra work for such students.

12. Graduate credit for leadership of group work with non-resident students shall be given only when approved in advance by the Dean of the Graduate College and the Dean of the College.

13. Final work toward the M.A. degree shall be done in residence and under the supervision of the Dean of the Graduate College unless special permission to do it in non-residence has been granted by the Council of Deans and upon the recommendation of the Dean of the Graduate College.

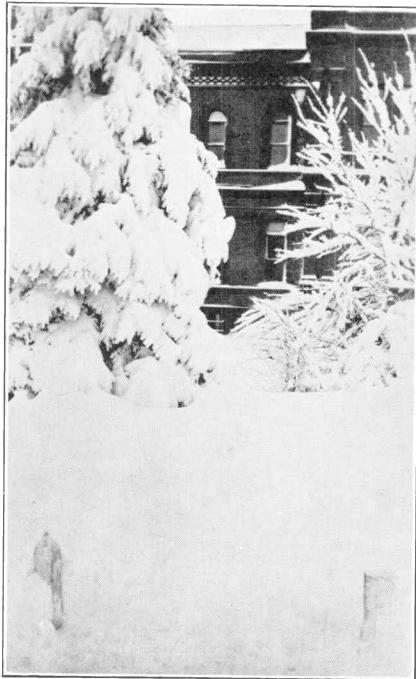
14. All work for the M.A. degree shall be done with distinction; work barely past shall not be considered worthy of such an advanced degree.

15. The thesis subject of the graduate student must be approved in advance by the Dean of the Graduate College and by the head of the department concerned. Before the degree is conferred the thesis as a whole, and in detail, must be approved by the head of the department or the instructor under whose direction the thesis work has been done and also by the Dean of the Graduate College. Also three typewritten copies of the thesis must be placed on file with the Dean of the Graduate College, one copy of which he shall place in the Library for permanent reference.

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

17. The final examination will be presided over by the Dean of the Graduate College and conducted by the Head of the Department in which the candidate has done the main part of his work.

All other members of the faculty under whom the candidate has taken courses counting toward the Master's degree shall be given an opportunity to participate in the examination. An official visitor, or official visitors, from outside the department in which the candidate has specialized shall be appointed to attend the examination.



A Winter View.

Directions as to the Form of the Thesis.

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

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

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

Fees for Graduate Courses.

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

EDUCATION.

Thomas C. McCracken, A.M.

The work of this department, although having to do primarily with fundamental theory underlying the educative process, shows also how such theory is of practical value to the teacher. The teacher needs a theoretical background for her work and a broad acquaintance with all fields of educational activity. The purpose of the courses offered is to meet these needs.

Other courses in education are listed and described in the Departments of Psychology, Training School, Sociology, Biology, and in other departments as courses in methods. The numbers at-

tacht to the varius courses indicate nothing as to order in which they must be taken.

29. **Current Educational Thought.** Open to mature students of the Senior College upon permission of the instructor. This course is intended as a common meeting place for all graduate students no matter what their line of specialization. The work of the course wil consist of reviews and discussions of recent books in the varius fields of education. Significant contributions to educational thought and practis found in journals, reports of associations, commissions, and Boards of Education wil also be considered.

Mr. McCracken.

41. **Master's Thesis Course.** The student who expects to work upon his Master's thesis during the Summer Term wil register for this course no matter for which department the thesis is being prepared. The Dean of the Graduate College wil cooperate with the professor under whose general direction the reserch comes in placing at the disposal of the student all the reserch and conference opportunities that the institution affords.

Mr. McCracken.

28. **Comparativ Study of Scool Systems.** Open to Senior College students upon permission of the instructor. The study of European systems of education, particularly German, French, and English, wil be made for the sake of a comparativ basis and the suggestions that they furnish as to the current problems in American scool administration.

Mr. Mooney.

42. **Administrativ and Social Aspects of Education.** Open to mature students of the Senior College upon permission of the instructor. The plan of this course comprises a brief description of American scools and scool systems with special stres upon the rise of scool supervision; a comparativ study of contemporary organization and administration with special reference to underlying social and economic problems; a critical examination of typical city and village systems; a survey of the organization, powers, and duties of the Board of Education; also



A Winter Blanket.

of the qualifications, powers, duties, and opportunities of the superintendent and principal. Mr. Keating.

17. Vocational Education. Mature students of the Senior College may take the course if granted permission by the instructor. This course has for its purpose the interpretation of the subject from the artistic, industrial, and commercial standpoints. The material of the course will include a discussion of standards for measuring demands, needs in relation to these demands, the use of standard types in relation to education and the attempted solutions of the problem of vocational education in this and European countries. Mr. Hadden.

23. Research in Education. Open to mature Senior College students upon permission of the instructor. This course is intended for advanced students capable of doing research in educational problems. Each student may choose the problem of greatest interest to him provided sufficient opportunity is at hand for original investigation. The results of such research are to be embodied in a thesis. The following thesis subjects are suggested. The student may choose one or more of them, and credit hours will be given in accordance with the amount of work done.

***(a) The Hygiene of Work.** This would take up the capacity of the human machine, the best rate of work, and the best times to work and the best ways of working; an attempt would be made to solve all of these problems from data gathered from scientific experiments, and the student would be given direction in carrying on a number of experiments, with the different methods of measuring.

***(b) The Hygiene of the Boy and the Girl.** The adaptation of education to the sexes; fundamental sex differences; how does the school work affect them differently; what sort of exercise should they take; how do athletics and exercise affect them?

***(c) Education Based upon Child Nature.** The things in children upon which we build education. How can this be done? What are the results? This study may be as long and as intensive as the research student wishes to make it. It may go into a study of life and be made observational and experimental.

*In all of these subjects we can furnish fifty or more references and have on file many translations from German and French sources of books and articles in these lines, but in addition to these the student will be expected to find references and build up a bibliography of his own upon any subject he may undertake to work out.

(d) A constructiv study of cards and other blanks used in the offis of the superintendent of scools, the principal of the high scool, and the principal of the elementary scool.

(e) A survey of the relation of the state (any or all states in the United States) to public education within its bounds.

(f) Federal and state aid to vocational education and to varius types of special scools.

(g) The present status and practical valu of vocational guidance.

(h) The status of fysical education in the public scools of Colorado.

(i) The playground and recreation movement. Its rise, growth, and present status.

Mr. McCracken, Mr. Long, and Mr. Freeland.



Grade Pupils' Exhibit of Natural Interests.

25. **Administration of Rural Schools.** Open to mature Senior College students upon permission of the instructor. This is an advanst course in the study of rural education, which aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of cuntry life, both on their social and educational sides. It wil include studies and special reserches in the varius fazes of reconstruction and enrichment of rural education, such as the work of the agricultural high scool, cōoperation of the agricultural college, of the U. S. Department of Agriculture, other agricultural agencies with the cuntry scools,

and forward movements in legislation as they affect the life of the farm and the education of cuntry children. Mr. Shriber.

14. **Advanst Biotics.** This course in intended for students capable of pursuing advanst study in Biotics. The folloing subjects ar suggested for intensiv work under direction of the instructor by conference at hours convenient to both student and instructor. One or more subjects may be chosen and credit hours givn in accordance with the amount of work done:

- (a) The Evolution of the Cel—the Fysiological Cel belongs to all parts of life, from the unicellular life to the most highly socialized civilization.
- (b) The application of the Sience of Genetics to the interpretation of Human Situations.
- (c) Weismann's theory of heredity—the Germ Plasm—its Continuity—a basis of Immortality.
- (d) The Life Series—The Trail of Life from world stuff to the super-man, inclusiv.
- (e) Lamarck; his theory of selection; its comparison with Weismannism.
- (f) Darwin—The Epoch Maker.
- (g) The Genesis of Movement from Atom to Civilization.

President Snyder.

33. **History of Modern Elementary Education.** For a full description of this course see Education Department, Junior College.

22. **Evolution of the Secondary Scool System.** For a full description of this course see Education Department, Senior College.

20. **High Scool Administration.** For a full description of this course see Education Department, Senior College.

24. **Scool Administration.** For a full description of this course see Education Department, Junior College.

12. **Current Social Movements in Education.** For a full description of this course see Education Department, Senior College.

Other Courses.

The folloing courses of special interest to professional students of Education ar selected from among those offerd in other departments. For the conditions under which these courses may

be taken and for detailed descriptions of them the student is advised to refer to the departments mentioned:

Syc. 7. Advanced General Sycology.

Syc. 8. Advanced Educational Sycology.

Fys. Ed. 14. Research in Physical Education.

THE TRAINING DEPARTMENT.

David Douglas Hugh, A.M., Dean.

William Barnard Mooney, A.B., Supervisor of Practis Teaching, Summer, 1915.

16. **School Hygiene.** (For a description see Course 1, Hygiene Department.) Mr. Freeland.

38. **The Play Life of Children as a Basis for Education in the Kindergarten.** (For a description see Course 38 of the Senior College Section of the Training Department.) Miss Julian.

42. **Principles of Teaching as Applied to High School Subjects.** (For a description see Course 42 of the Senior College Section of the Training Department.) Mr. Barrett.

44. **High School Practicum.** (For a description see Course 44 of the Senior College Section of the Training Department.)

Mr. Bell.

46. **Observation and Methods of Teaching High School Subjects.** (For a description see Course 46 of the Senior College Section of the Training Department.)

Mr. Hill.



A County Delegation of 1914.

SYCOLOGY AND CHILD STUDY.

Jacob Daniel Heilman, Ph.D.

3. **Child Study.** (In addition to the regular work of the course, the student will be obliged to write a thesis on some special topic.)

4. **Clinical Sycology.** (Additional work in the shape of a thesis.)

7. **Advanst General Sycology.** The student will be obliged to rite a comprehensiv thesis on some specific mental proces, such as retinal sensations, auditory sensations, attention, memory or some other topic agreeable to the hed of the department.

8. **Advanst Educational Sycology.** A comprehensiv thesis will be required on some specific subject. Examples: formal discipline, mental and fysical tests, sex hygiene, speech defects, nutrition, defectiv children.

4. **Clinical Sycology.** The development of the ability to study and kno each child and to see what may retard or promote his progres is the object of this course. The methods and tests used to determin the mental status and intellectual level of the child will be illustrated and explaind. The effect of fysical abnormalities and speech defects upon the mental development of the child will be taken up. A part of the course will be devoted to the diagnosis, classification, history, training and treatment of backward and feebleminded children. Additional work will be on the hygiene of generation and the social problems of the feebleminded.



Museum Specimens.

BIOLOGY.

Arthur Eugene Beardsley, A.M.

4. **Sanitation.** The principles of Sanitary Sience. The causes of diseases. Helth and diseases in terms of general biology. Infection and contagion. The germ-theory of diseases. Dirt and diseases. Vehicles of diseases. Air, water, foods (milk, etc.) as vehicles of diseases. Animals as carriers of diseases (housefly, mosquito, etc.). The prevention of diseases. Infectius diseases preventable.

MATHEMATICS.

George William Finley, B.S.

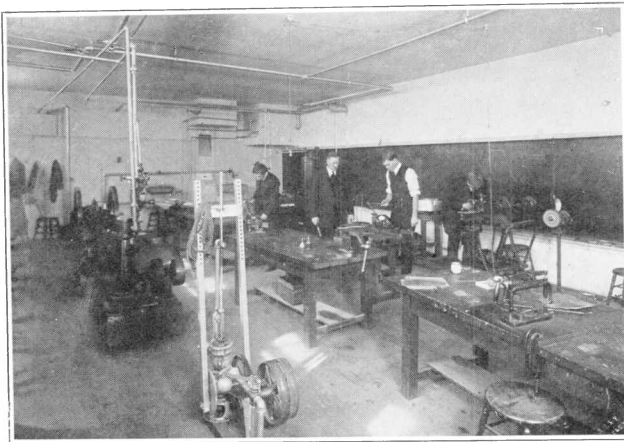
Roscoe C. Hill, A.B., Summer, 1915.

4. **Analytic Geometry.** Junior College. (Open to graduate students.)

8. **Methods in Arithmetic.** Junior College. (Open to graduate students.)

9. **Elementary Algebra.** Teachers' Course. Senior College. (Open to graduate students.)

10. **Plane Geometry.** Teachers' Course. Senior College. (Open to graduate students.)



Applied Mechanics.

FYSICAL SIENCES.

Francis Lorenzo Abbott, A.M.

12. **Theory of Relativity.** This course requires a comprehensive review of the Hypotheses of the Ether and the structure of matter, which study shows the necessity for the theory of Relativity. A detailed outline of the course may be obtained from the Dean of the Graduate School, or from the head of the department.

13. **History and Methods of Fysics Teaching.** Much of this course must be original work.

GEOLOGY, FYSIOGRAFY, AND GEOGRAFY.

George A. Barker, M.S.

21. **Climatology.** An intensiv study of the underlying forces of climate with especial emfasis upon the climate of the United States and Colorado.

SOCIOLOGY AND ECONOMICS.

Gurdon Ransom Miller, A.M.

20. **The Consumption of Welth.** A graduate course in social economics; a constructiv analysis of the modern tendency to subject the consumption of wealth to scientific treatment, emfазizing the human costs of production versus the human utilities of scientific consumption; a human valuation.

This course is open to all graduate students majoring in this department and to all other graduate students with the consent of the Dean of the Graduate College and also to Senior College students who hav had not les than three courses in Sociology, and who hav the consent of the hed of this department.

HISTORY.

Edwin B. Smith, B.S.

15. **American Constitutional Development.** An intensiv study of the origin and development of the Constitution; the changes in and the construction of the Constitution in the different periods; and the present attitude toward it.

16. **Reserch in History.** Other work in the department may be arranged to be conducted by conference. The folloing subjects ar suggested for courses that may be profitably folloed:

1. The Establishment of American Government in Colorado.
2. History of the Movement for Shorter Hours.
3. Humanitarian Movements in the United States in the last Century.
4. Erly Public Land System in the United States.
5. The Frontier of the Sixties.
6. Erly Effects of the Monroe Doctrine on Europe.

MODERN FOREN LANGUAGES.

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

The courses listed in the department of Modern Foren Languages for the Graduate College ar of two classes: (a) those which ar givn in regularly sceduled classes designd especially

for undergraduate students but in which students of the Graduate College may receive credit by doing extra work; (b) those which are intended primarily for students of the Graduate College but to which mature Senior College students will be admitted, provided they can give sufficient evidence of ability to carry such courses. The work of these courses (b) is done outside of class by conference with the instructor.

German.

10. **Advanced German.** Freytag's *Soll und Haben*, and *Der Rittmeister von Alt-Rosen*, and Scheffel's *Ekkehard*. By conference.

11. **Advanced German.** (Open to both Senior and Graduate College students.)

12. **Advanced German.** Sudermann's works. His two novels, *Frau Sorge* and *Der Katzensteg*, and two plays *Johannes* and *Teja* will be studied and written reports made on each book. By conference.

French.

7. **Advanced French.** Corneille's works, *Le Cid*, *Horace*, and *Polyeucte*. By conference.

8. **Advanced French.** Racine's works, *Athalie*, *Esther*, and *Iphigénie*. By conference.

9. **Advanced French.** Molière's works, *L'Avare*, *Le Misanthrope*, *Tartuffe*. By conference.

LITERATURE AND ENGLISH.

Ethan Allen Cross, Ph.M.

15. **Modern Plays.** Open also to Senior and Junior College students majoring in English and to mature students especially interested in modern drama. The course is a study of the development of the drama since Ibsen, and consists of a study for meaning and structure of fifteen representative plays.

14. **Shakespeare's Plays.** Primarily for Senior College.

17. **The Short Story.** Primarily for Senior College.

7. **The Epic.** Primarily for Junior College. The *Iliad* and *Odyssey*, with the addition of the *Aeneid*, *The Song of Roland*, and *The Idylls of the King* for graduate students.

30. **Conference Course.** This course number is intended to cover special study in collecting materials for the thesis required for the degree of Master of Arts in the department of English. The assignments will of necessity be made individually to each student preparing a thesis.



Sunshine and Shadow.

READING AND INTERPRETATION.

Frances Tobey, B.S.

16. **The Greek Drama.** A study of the great Greek dramatists, with reference to literary and dramatic qualities, and to social and philosophical attitudes. Practis in oral interpretation. The presentation of a Greek drama on the campus.

15. **The Festival.** Junior and Senior College. (Open to graduate students, who will be given special problems for research.)

6. **Dramatic Interpretation.** Junior and Senior Colleges. (Open to graduate students.)

PRACTICAL ARTS.

Samuel Milo Hadden, A.M., Dean.

17. **Vocational Education.** For a full description of this course see Department of Education, Graduate College.

23. **Seminar.** This work is offered primarily for those who are interested in the solution of some particular problem or problems

in the field of practical arts as applied to education. Special periods will be selected for the presentation and discussion of data gathered.

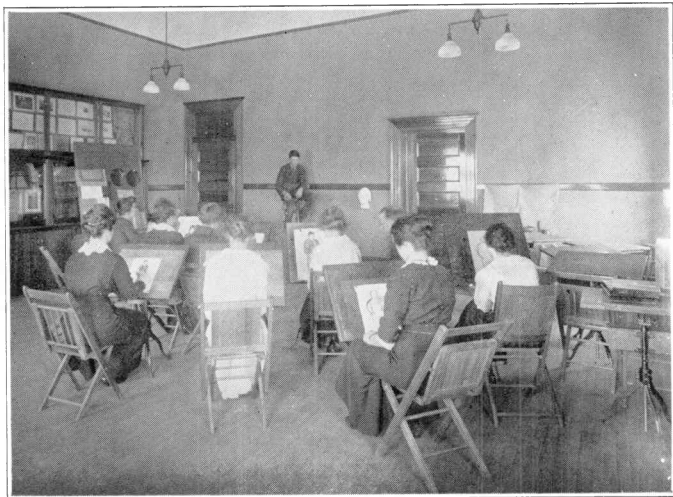
4. **Pre-Vocational Education.** For a full description of this course see Senior College.

FINE AND APPLIED ARTS.

Walter F. Isaacs, B.S.

46. **Advanced Oil Painting.** This work may be done outside of regular classes to suit the convenience of the student. Regular criticism will be given by the instructor in charge.

The student must submit satisfactory evidence of having a good knowledge of drawing and values, and must have done one term's work, or its equivalent, in oil painting.



Art Clas—Drawing from Life.

Large studies from complicated still life groups, or from life, showing reasonably correct color values, will be required.

Advanced students who have not had one term's work in oil painting may take this work for Senior College credit.

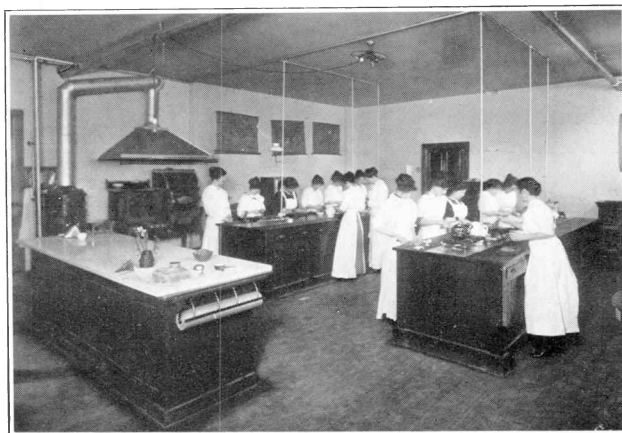
50. **Color Composition.** An advanced study of color composition in oil or water color. Arrangements of form and color for decorative and pictorial effect. The student will be assigned subjects and will meet with the instructor for criticism at appointed conferences.

HOME ECONOMICS.

Ida Marshall, B.S.

Merle Kissick, A.B., Ph.B.

In order to be of greatest service to those who have taught Home Economics and who have some problem to meet in which they wish aid, the director strongly advises that such students take one of the courses in Methods of Teaching Home Economics. Individual problems will be discussed and worked out.



Pease Porridge Hot.

7. **Dietary Problems.** Senior College. For a full description of this course see Senior College.

8. **Methods of Teaching Domestic Science.** Junior College. For a full description of this course see Junior College.

9. **Textiles.** For a full description of this course see Household Art Department, Senior College.

20. **Seminar.** Anyone wishing to work out some special problem, or do research work along a given line in Home Economics

will be given an opportunity to do so, provided she has previously had a thorough course in this field of work, and is mature enough. Time for the work will be arranged with the individual student.

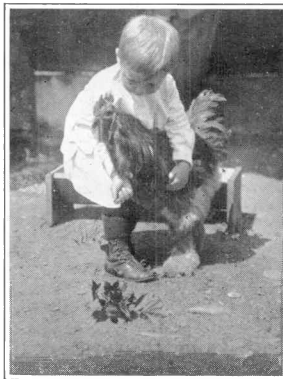


Domestic Art.

AGRICULTURE.

Charles Hall Withington, M.S., A.M.

17. **Entomology Seminar.** Selected literature and special field investigations of insect problems to be studied and presented for discussion by the class. Prerequisite: Courses 15 and 16.



Nature Study.

The State Teachers College of Colorado

SUMMER TERM, 1915

JUNE 21 to JULY 30



A Campus Birch Tree.

Programs and Courses of Study

Room Numbers.

- Numbers 1 to 10—Basement, Administration Bilding.
Numbers 100 to 120—First floor, Administration Bilding.
Numbers 200 to 220—Second floor, Administration Bilding.
Numbers 300 to 306—Third floor, Administration Bilding.
Numbers L1 to L13—Library basement.
Rooms G1 to G205, Guggenheim Hall of Industrial Arts.
T1 to T211—Training Scool Bilding.
P—Playground.
C—Cranford Field.

THE
STATE TEACHERS
COLLEGE OF COLORADO
Greeley, Col.

Order of Registration.

First—Register, Room 114.

Second—Make out your program of courses. Room 114.

Third—Pay fees and get the President's Admission Card from Secretary Board of Trustees, Room 111.

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

Graduate students must have their programs approved by Dean T. C. McCracken, Room 114.

All class cards must be approved by Dean J. H. Hays, Room 111.

Required Courses.

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

1. Junior College.

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

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

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

The requirements of Education 11 may be met this Summer Term by taking any one of the following courses: Ed. 24, 26.

2. Senior College.

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

PROGRAM.

Time	Designation	Description	Teacher	Room
7:40—8:40				
	Fys. 9	Radiographic Physics	Abbott	1
	Geog. 12	Methods in Geog.	Barker	L7
	Tr. Sc. 42	Principles of H. S. Teaching	Barrett	212
	Biol. 2	Bionomics	Beardsley	303
	Arith. 1	Arithmetic Reviews	Cash	104
	Eng. 7	The Iliad and The Odyssey	Cross	108
	Math. 4	Analytical Geometry	Finley	304
	Ed. 17	Vocational Education	Hadden	G202
	Syc. 2	Educational Sycology	Heilman	103
	Art 32	Applied Design	Isaacs	G204

Tr. Sc. 38	Play Life of Children	Julian	T100
Music 1	Music for Beginners	Kendel	203
Fys. Ed. 8	Esthetic Dancing	Keyes	6
Dom. Arts 4	Dressmaking	Kissick	T2
Tr. Sc. 7	Third and Fourth Grade Meth.	Lawler	201
Germ. 1	Beginning German	Lister	301
Fys. Ed. 11	Playground Games	Long	P
Dom. Si. 7	Dietary Problems	Marshall	5
Ed. 12	Current Social Problems	McCracken	100
Ind. Arts 12	Architectural Drawing	McCunniff	G100
Ind. Arts 17	Machine Design	McCunniff	G100
Soc. 20	The Consumption of Welth	Miller	208
Tr. Sc. 8	Fifth and Sixth Grade Meth.	Mooney	102
Span. 1	Beginning Spanish	Morgan	211
Bkbdg. 1	Elementary Bookbinding	Shenck	G105
Tr. Sc. 6	Primary Methods	Sibley	T200
Ed. 18	Biotics in Education	Snyder	101
Read. 2	Reading in the Grades	Tobey	202
8:50—9:50			
Chem. 2	Elementary Chemistry	Abbott	300
Orn. 5	Bird Study	Adams	L8
Eng. 1	Gram. and Comp.	Allen	104
Geog. 21	Climatology	Barker	L7
Latin	Latin Readings	Barrett	212
Biol. 2	Bionomics	Beardsley	303
Eng. 17	The Short Story	Cross	108
Ind. Arts 1	Elementary Woodwork	Foulk	G1
Ind. Arts 2	Intermediate Woodwork	Foulk	G1
Tr. Sc. 9	Seventh and Eighth Grade Meth.	Green	201
Ind. Arts 8	Elementary Art Metal	Hadden	G5
Syc. 2	Educational Sycology	Heilman	103
Tr. Sc. 46	Observation in High School	Hill	211
Ed. 11	Principles of Education	Keating	101
Music 2	Methods in the Grades	Kendel	203
Fys. Ed. 5	Outdoor Games	Keyes	P
French 1	Beginning French	Lister	301
Tr. Sc. 5	Primary Methods	Long	T4
Fys. Ed. 3	Light Gymnastics	Long	6
Ed. 29	Current Educational Thought	McCracken	100
Print. 1	Elementary Printing	McCunniff	G106
Print. 2	Intermediate Printing	McCunniff	G106
Soc. 3	Educational Sociology	Sexson	208
Bkbdg. 2	Intermediate Bookbinding	Shenck	G105
Ed. 9	Theory and Practis of Teaching	Shriber	102
Hist. 11	History of Commerce	Smith	210
Tr. Sc. 15	Story Telling in the Grades	Statler	T200
Read. 6	Dramatic Interpretation	Tobey	202
Ag. 9	Landscape Gardening	Withington	L13
10:00—10:50			
Ed. 27	General Lectures, Chancellor Jordan, Dr. Suzzallo, Dr. Schmucker, Dr. Steiner, Dr. Burton, President Hall.		
11:00—12:00			
Fys. 4	Advanst Fysics	Abbott	4
Zool. 6	Mammology	Adams	L8
Eng. 1	Gram. and Comp.	Allen	104
Geog. 2	Fysiografy	Barker	L7
	History and Civics (non-credit)	Bell	T200
Eng. 14	Hamlet and Macbeth	Cross	108
Ind. Arts 19	Wood Turning	Foulk	G5
Hyg. 1	Scool Hygiene	Freeland	T4
Ind. Arts 5	Methods in Ind. Arts	Hadden	G202
Latin 1	Methods of Teaching Latin	Hays	102
Syc. 4	Clinical Sycology	Heilman	103
Art. 31	El. Drawing and Design	Isaacs	G200

Tr. Sc. 32	Const. Occupations in Kg.	Julian	T100
Ed. 42	Admin. and Social Aspects of Ed.	Keating	101
Music 10	Methods in Appreciation	Kendel	203
Fys. Ed. 6	Folk and Singing Games	Keyes	6
Dom. Arts 8	Methods in Dom. Arts	Kissick	T2
Fys. Ed. 1	Fysiol. and Hyg. of Exercises	Long	303
Dom. Si. 5	Housewifery	Marshall	G301
Ed. 41	Special Reserch Course	McCracken	100
Print. 3	Advanst Printing	McCunniff	G106
Soc. 17	Women and Social Progres	Miller	208
Ed. 28	Comparativ Scool Systems	Mooney	201
Span. 2	Elementary Spanish	Morgan	211
Ed. 26	Rural Scool Curriculum, etc.	Shriber	212
Hist. 12	State and Local Government	Smith	210
Read. 15	The Festival	Tobey	202
Ag. 15	General Entomology	Withington	L13
12:00—1:30	Noon Intermission		
1:30—2:30			
Chem. 1	Elementary Chemistry	Abbott	300
	Geografy (non-credit)		L7
Bot. 2	Elementary Botany	Beardsley	303
Tr. Sc. 44	High Scool Practicum	Bell	212
Dom. Si. 1	Elementary Cooking	Carson	5
Math. 8	Methods in Arithmetic	Cash	102
Eng. 15	Modern Plays	Cross	108
Math. 3	Trigonometry	Finley	304
Ind. Arts 14	Care and Management	Foulk	G5
Syc. 1	General Sycology	Freeland	103
Ind. Arts 4	Pre-vocational Education	Hadden	G202
Art 44	Commercial Design	Isaacs	G200
Ed. 24	Scool Administration	Keating	101
Music 5	Supervision of Scool Music	Kendel	203
Fys. Ed. 7	Folk Dancing	Keyes	6
Dom. Arts 11	Textils	Kissick	T2
Germ. 3	El.-Intermediate German	Lister	301
Fys. Ed. 2	Mecanics of Exercise	Long	104
Dom. Si. 8	Methods in Dom. Siencie	Marshall	100
Ed. 23	Reserch in Education	McCracken	100
Ed. 33	Hist. of Modern El. Education	Phillips	102
Soc. 3	Educational Sociology	Sexson	208
Bkbgd. 1	Elementary Bookbinding	Shenck	G105
	Fysiol. and Hygiene (non-credit)	Shriber	T201
Read. 16	The Greek Drama	Tobey	202
Ag. 3	Elementary Agriculture	Withington	L13
2:40—3:40			
Gen. Si. 1	General Siencie	Abbott	1
Ed. 18	Biotics	Adams	101
Eng. 1	Gram. and Comp.	Allen	104
Geog. 20	Geografy of Colorado	Barker	L7
Ed. 22	Ev. of Secondary Education	Barrett	212
Biol. 26	Bacteriology, etc.	Beardsley	303
Soc. 12	Rural Sociology	Cash	211
Math. 1	College Algebra	Finley	304
Ind. Arts 22	Carpentry	Foulk	G5
Syc. 1	General Sycology	Freeland	100
Syc. 3	Child Study	Heilman	103
Ed. 31	Religiis and Moral Ed.	Hill	203
Art. 45	Methods in Art Supervision	Isaacs	G200
	Grammar (non-credit)	Keating	T201
Germ. 11	Advanst German	Lister	301
Ind. Arts 10	El. Mecanical Drawing	McCunniff	G100
Ed. 30	Rural Education	Mooney	T201
Span. 3	El.-Intermediate Spanish	Morgan	201
Hist. 2	American History	Phillips	108
Ed. 20	High Scool Administration	Sexson	208
Bkbgd. 2	Intermediate Bookbinding	Shenck	G105
Ed. 25	Administration of Rural Sools	Shriber	102
Hist. 6	History of Germany	Smith	210

3:50—4:50	Fys. Ed. 13	Playground Conduct, etc.	Long	P
5:00—6:00	Fys. Ed. 12	Track and Field Athletics	Long	C

Seminars.

Chiefly Senior College or Preparation for the Master's Thesis in the Graduate College. Hours to be arranged by individual students with the instructor in the course.

Eng. 30	Reserch in English for the Master's Thesis	Cross Hadden
Ind. Arts 23	Seminar in Ind. Arts	Kissick
Dom. Arts 20	Seminar in Domestic Arts	Smith
Hist. 15	American Constitutional Gov't.	Snyder
Ed. 14	Advanst Biotics	

TEACHERS' PROGRAMS

Hour.	Designation.	Description.	Room.
MR. ABBOTT			
7:40	Fys. 9	Radiografic Fysics	1
8:50	Chem. 2	Elementary Chemistry	300
11:00	Fys. 4	Advanst Fysics	4
1:30	Chem. 1	Elementary Chemistry	300
2:40	Gen. Si. 1	General Science	1
MR. ADAMS			
7:40	Ed. 18	Biotics in Education	101
8:50	Orn. 5	Bird Study	L8
11:00	Zool. 6	Mammology	L8
2:40	Ed. 18	Biotics in Education	101
MR. ALLEN			
8:50	Eng. 1	Grammar and Composition	104
11:00	Eng. 1	Grammar and Composition	104
2:40	Eng. 1	Grammar and Composition	104
MR. BARKER			
7:40	Geog. 12	Methods in Geografy	L7
8:50	Geog. 21	Climatology	L7
11:00	Geog. 2	Fysiografy	L7
1:30		Geografy (non-credit)	L7
2:40	Geog. 20	Geografy of Colorado	L7
MR. BARRETT			
7:40	Tr. Sc. 42	Prin. of High Scool Teaching	212
8:50	Latin	Latin Readings	212
1:30		High Scool English	
2:40	Ed. 22	Evolution of Secondary Education	212
MR. BEARDSLEY			
7:40	Biol. 2	Bionomics	303
8:50	Biol. 2	Bionomics	303
1:30	Bot. 2	Elementary Botany	303
2:40	Biol. 26	Bacteriology, etc.	303
MR. BELL			
11:00		History and Civics (non-credit)	T200
1:30	Tr. Sc. 44	High Scool Practicum	212
MISS CARSON			
1:30	Dom. Si. 1	Elementary Cooking	5

MR. CASH			
7:40	Arith. 1	Arithmetic Reviews	104
1:30	Math. 8	Methods in Arithmetic	102
2:40	Soc. 12	Rural Sociology	211
MR. CROSS			
7:40	Eng. 7	The Iliad and The Odyssey	108
8:50	Eng. 17	The Short Story	108
11:00	Eng. 14	Hamlet and Macbeth	108
1:30	Eng. 15	Modern Plays	108
	Eng. 30	Reserch for the Master's Thesis	
MR. FINLEY			
7:40	Math. 4	Analytic Geometry	304
8:50		High Scool Solid Geometry	304
1:30	Math. 3	Trigonometry	304
2:40	Math. 1	College Algebra	304
MR. FOULK			
8:50	Ind. Arts 1	Elementary Woodwork	G1
8:50	Ind. Arts 2	Intermediate Woodwork	G1
11:00	Ind. Arts 19	Wood Turning	G6
1:30	Ind. Arts 14	Care and Management	G5
2:40	Ind. Arts 22	Carpentry	G5
MR. FREELAND			
11:00	Hyg. 1	Scool Hygiene	T4
1:30	Syc. 1	General Sycology	103
2:40	Syc. 1	General Sycology	100
MISS GREEN			
8:50	Tr. Sc. 9	Seventh and Eighth Grade Methods	201
MR. HADDEN			
7:40	Ed. 17	Vocational Education	G202
8:50	Ind. Arts 8	El. Art Metal	G5
11:00	Ind. Arts 5	Methods in Ind. Arts	G202
1:30	Ind. Arts 4	Pre-vocational Education	G202
	Ind. Arts 23	Seminar (arrange time)	
MR. HAYS			
11:00	Latin 1	Methods of Teaching Latin	102
DR. HEILMAN			
7:40	Syc. 2	Educational Sycology	103
8:50	Syc. 2	Educational Sycology	103
11:00	Syc. 4	Clinical Sycology	103
2:40	Syc. 3	Child Study	103
MR. HILL			
7:40		Plane Geometry (High Scool)	
8:50	Tr. Sc. 46	Observation and Methods in H. S.	211
1:30		Algebra (High Scool)	
2:40	Ed. 31	Religius and Moral Education	203
MR. ISAACS			
7:40	Art 32	Applied Design	G204
11:00	Art 31	El. Drawing and Design	G200
1:30	Art 44	Commercial Design	G200
2:40	Art 45	Methods in Art Supervision	G200
MISS JULIAN			
7:40	Tr. Sc. 38	Play Life of Children	T100
11:00	Tr. Sc. 32	Const. Occupations in Kg.	T100
MR. KEATING			
8:50	Ed. 11	Principles of Education	101
11:00	Ed. 42	Admin. and Social Aspects of Ed.	101
1:30	Ed. 24	Scool Administration	101
2:40		Grammar (non-credit)	T201
MR. KENDEL			
7:40	Music 1	Music for Beginners	203
8:50	Music 2	Methods in the Grades	203
11:00	Music 10	Methods in Appreciation	203
1:30	Music 5	Supervision of Scool Music	203

MISS KEYES		
7:40	Fys. Ed. 8	Esthetic Dancing 6
8:50	Fys. Ed. 5	Outdoor Games P
11:00	Fys. Ed. 6	Folk and Singing Games 6
1:30	Fys. Ed. 7	Folk Dancing 6
MISS KISSICK		
7:40	Dom. Arts 4	Dressmaking T2
11:00	Dom. Arts 8	Methods in Domestic Arts T2
1:30	Dom. Arts 11	Textils T2
	Dom. Arts 20	Seminar (arrange hours)
MISS LAWLER		
7:40	Tr. Sc. 7	Third and Fourth Grade Methods 201
MR. LISTER		
7:40	Germ. 1	Beginning German 301
8:50	French 1	Beginning French 301
1:30	Germ. 3	Elem.-Intermediate German 301
2:40	Germ. 11	Advanst German 301
MISS LONG		
8:50	Tr. Sc. 5	Primary Methods T4
MR. LONG		
7:40	Fys. Ed. 11	Playground Games P
8:50	Fys. Ed. 3	Light Gymnastics 6
11:00	Fys. Ed. 1	Fysiol. and Hyg. of Exercises 303
1:30	Fys. Ed. 2	Mecanics of Exercises 104
3:50	Fys. Ed. 13	Playground Conduct, etc. P
5:00	Fys. Ed. 12	Track and Field Athletics C
MISS MARSHALL		
7:40	Dom. Si. 7	Dietary Problems 5
11:00	Dom. Si. 5	Housewifery G301
1:30	Dom. Si. 8	Methods in Dom. Sience L7
MR. McCRACKEN		
7:40	Ed. 12	Current Social Movements in Ed. 100
8:50	Ed. 29	Current Educational Thought 100
11:00	Ed. 41	Special Reserch Course 100
1:30	Ed. 23	Reserch in Education 100
MR. McCUNNIFF		
7:40	Ind. Arts 12	Arictectural Drawing G100
7:40	Ind. Arts 17	Machine Design G100
8:50	Print. 1	Elementary Printing G106
8:50	Print. 2	Intermediate Printing G106
11:00	Print. 3	Advanst Printing G106
1:30		Printing in the El. Scool G106
2:40	Ind. Arts 10	El. Mecanical Drawing G100
MR. MILLER		
7:40	Soc. 20	The Consumption of Welth 208
11:00	Soc. 17	Women and Social Progres 208
MR. MOONEY		
7:40	Tr. Sc. 8	Fifth and Sixth Grade Methods 102
11:00	Ed. 28	Comparativ Scool Systems 201
2:40	Ed. 30	Rural Education T201
MR. MORGAN		
7:40	Span. 1	Beginning Spanish 211
8:50		English (High Scool)
11:00	Span. 2	Elementary Spanish 211
2:40	Span. 3	El.-Intermediate Spanish 201
MR. PHILLIPS		
8:50		History (High Scool)
1:30	Ed. 33	History of Modern Elementary Ed. 102
2:40	Hist. 2	American History 108

MR. SEXSON

8:50	Soc. 3	Educational Sociology	208
1:30	Soc. 3	Educational Sociology	208
2:40	Ed. 20	High School Administration	208

MR. SHENCK

7:40	Bkbdg. 1	Elementary Bookbinding	G105
8:50	Bkbdg. 2	Intermediate Bookbinding	G105
11:00		Bookbinding in the El. School	G105
1:30	Bkbdg. 1	Elementary Bookbinding	G105
2:40	Bkbdg. 2	Intermediate Bookbinding	G105

MR. SHRIBER

8:50	Ed. 9	Theory and Practis of Teaching	102
11:00	Ed. 26	Rural School Curriculum, etc.	212
1:30		Fysiology and Hygiene	T201
2:40	Ed. 25	Administration of Rural Schools	102

MRS. SIBLEY

7:40	Tr. Sc. 6	Primary Methods	T200
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MR. SMITH

7:40		H. S. European History	210
8:50	Hist. 11	History of Commerce and Industries	210
11:00	Hist. 12	State and Local Government	210
2:40	Hist. 6	History of Germany	210
	Hist. 15	Am. Const. Gov't (Seminar)	

PRESIDENT SNYDER

7:40	Ed. 18	Biotics in Education	101
2:40	Ed. 18	Biotics in Education	101
	Ed. 14	Advanst Biotics (Grad. Col) (arr. time)	

MISS STATLER

8:50	Tr. Sc. 15	Story Telling in the Grades	T200
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MISS TOBEY

7:40	Read. 2	Reading in the Grades	202
8:50	Read. 6	Dramatic Interpretation	202
11:00	Read. 15	The Festival	202
1:30	Read. 16	The Greek Drama	202

MR. WIEDMANN

8:50		High School Fysics	
1:30		High School Chemistry	
2:40		High School Fysiografy	

MR. WITHINGTON

7:40		High School Botany	L13
8:50	Ag. 9	Landscape Gardening	L13
11:00	Ag. 15	General Entomology	L13
1:30	Ag. 3	Elementary Agriculture	L13
2:40		High School Nature Study	L13



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