

# BULLETIN OF THE STATE TEACHERS COLLEGE OF COLORADO

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THE STATE TEACHERS COLLEGE OF COLORADO

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BULLETIN OF THE

## Rural Scool Department

AND

## Teachers College Preparatory Department



Summer Term Opens June 21 and  
Closes July 30, 1915

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Simplified Spelling.



A. C. MONAHAN, Ph. D.

Rural School Specialist, Bureau of Education  
Washington, D. C.

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**SUMMER SCHOOL COMMITTEE**

Dean James H. Hays

Dean G. R. Miller

Prof. W. B. Mooney, School Visitor

# Rural School Department

Z. X. SNYDER, Ph. D., President

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

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

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

Dr. Monahan of the Bureau of Education at Washington will be with us the week beginning July 12. In the afternoon he will giv a series of five lectures on the rural scool. These will be folloed by a conference on the problems of Colorado. County Superintendents and all others interested in better Cuntry scools ar urgd to attend this week if it is not possible to spend the entire six weeks. Dr. Monahan is a National leader in this "Better Cuntry Scool" movement and is the foremost authority in the United States on this large and pressing scool problem. Superintendent Shriber of Boulder County, who is director of the department this year, is known to western scool people as a man who has done much in Colorado and in his County toward a proper solution of the rural scool problem. Other workers for

better rural schools in the West will give special lectures and hold conferences during the summer session.

We have selected courses in the College in all lines of school work which we feel will appeal especially to the rural school teachers. There are many other courses offered in the summer term which cannot be given in this special bulletin. The regular summer term bulletin gives these courses and will be sent on request. There will also be free review courses from the stand-point of method as well as subject matter for those who feel the need of such reviews of the elementary subjects. These will be so organized that the teacher can take as many of them as she desires to take.

#### EDUCATION.

**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. Shriber.

**26.\* The Rural School Curriculum and the Community.** Open to Senior College students. This course will enter into the problems of the teacher who desires to instruct country children in terms of their own environment. Methods and materials for such instruction will be outlined and discussed. Ways and means whereby stereotyped courses of study, in the various grade subjects, may be vitalized and made more significant to country children will be sought. Mr. Shriber.

**30. Rural Education.** Open to Senior College students. This course will consider rural education as a necessity of national progress. A brief study will be made of the rural educational systems of other countries. Agencies that are giving emphasis in this and other countries to the need for a better rural

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

scool wil be studied, such as the Bureau of Education, Teachers' Organizations, Colleges and High scools, and organized religius and philanthropic bodies Considerable attention wil be givn to the question, "What is the best kind or tpye of rural scool, and how it may be attaind, under conditions as they exist in the West in general and in Colorado in particular?"

During the week of July 12 to 17 Doctor Monahon wil giv special conferences in these courses.

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

**5. Primary Methods.\*** This course is designd 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 scools, together with the resultant modifications in the course of study, ar treated extensivly. Classes of children from the training scool ar used in giving illustrativ lessons. Miss Long.

**6. Primary Methods.\*** Special emfasis 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 scools. The latest and most scientifi articles on primary methods ar red and discust. Many devices for teaching 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

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\*Accepted for Training Scool 1, Summer 1915.

curricula of our best schools; (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 will be made from the subject-matter and the methods of instruction in the fifth and sixth grades. Chief emphasis will be placed upon the practical side of the work, including methods of presentation, devices, games and drills for securing accuracy and retention. The work of the course will be based upon observation of classes in the training school. Mr. Mooney and Mr. Freeland.

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

**15. Story Telling.** In this course the following phases of the work will be considered: 1. Brief survey of the history of story telling. 2. The educational value of the story—the characteristics of a good story. 3. Classes of stories: (1) Idealistic stories—a, nursery rhymes; 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, 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.

#### SYCOLOGY.

The main object of the work of this department is to put before the student such physical and mental facts as are 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 are

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more or less general in their nature, while much of it treats of individual characteristics in recognition of the fact that the success of the teacher is largely dependent upon his ability to understand and reach the individual child. Many of the practical facts are deduced from a knowledge of the child's physical and mental make up, but an equal number are the results of direct experimental investigations.

1. **General Psychology.** First year, Required. This is an introductory course designed for such students as have not had psychology in higher institutions of learning. The different forms of consciousness, such as sensations, images, feelings and their complexes will be described and explained. The relation of these processes to each other, to physiological activities, and to objects and events in the external world will be discussed. Mr. Freeland.

#### BIOLOGICAL SCIENCE.

**Equipment.** The school is in possession of ample facilities in the way of specimens and apparatus for the presentation of the courses outlined below. The 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 thorough treatment of almost all of the lower orders. The museum contains a representative collection of the birds of Colorado, together with many of the common mammals. A herbarium and a well-stocked greenhouse are at the disposal of the students in botany.

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

5. **Ornithology.** Junior and Senior College. A study of the common Colorado birds. The study is to be such as to enable the student to identify the common birds and know something of their habits, life history, home and food. It is required that the student should know the orders and the families of the groups that are found in Colorado. Mr. Adams.

## HYGIENE.

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 wil be taken to thro the stres upon those things which it is possible for any intelli- gent person to do in the matter of prevention of diseas without the aid of a fysician. Some of the topics for special considera- tion ar as folloes: (1) Bacteria—what they ar, how they liv and gro, 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) Profylaxis—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.

Mr. Beardsley.

## FYSICAL SIENCES.

1. **General Sience Course.** (Complete in one term.) This course, as the name indicates, covers a wide range of subjects— over 200 of the common fenomena that come under the name of Fysics, Chemistry, Zoology, Fysical Geografy, etc. To giv some idea of the scope of the course, a few of the subjects discust ar: Combustion, explosions, thermometer and many other of the common fenomena of heat; seasons, comets, meteors, etc.; many of the common fenomena of light, sound, etc., The purpose of the course is to giv teachers of the elementary scools a better understanding of the manifestations of the natural laws. Simple and easy experiments ar givn which can be used in almost every grade to illustrate the many facts the children see all about them.

Mr. Abbott.

## SOCIOLOGY.

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 postiv power in rural progres. This course may be substituted for Sociology 3.

Mr. Cash.



## GEOGRAFY.

12. **Methods in Geografy.** A course designd to show the resources that may be drawn upon to make the subject of geografy real and concrete in the minds of the pupils. Field trips to industrial plants will be part of the program. Mr. Barker.

## ENGLISH.

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 riting). The parts of speech ar reviewed, and then sentence analysis occupies the remainder of the time. Special lessons ar givn upon matters of unusual difficulty, such as trublesum verbs, shal and wil, predicate complements of all kinds, and verbals (participles, gerunds, and infinitivs), of all the kinds and uses.

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

**Composition.** In the summer term only six themes ar required, insted of the twelv of the regular terms. These ar from three to six pages each. These weekly themes ar to be very carefully red by the instructor, marked for errors, and returned to the students promptly.

This is the only required course in English, and consequently, students ar not past unles they come to understand the essentials of English grammar, and acquire the ability to rite 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 fraze or clause as a sentence), and paragraf structure get especial attention in the composition work. Three sections.

Dr. Allen.

## READING.

2. **Reading in the Grades.** This course has reference to the careful organization and presentation of content in a reading

lesson. It considers various problems offered by the average reading class in the grades. It aims to develop skill in securing vital response (in realization and expression) to the life of the printed page.

Miss Tobey

## HISTORY.

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.

Mr. Phillips.

## MATHEMATICS.

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.

Mr. Finley.

## PRACTICAL ARTS.

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.

Mr. Foulk.

31. **Elementary Drawing and Design.** In this course a wide range of problems in public school drawing is taken up in a brief manner to give the student a general knowledge of the subject. Those students who are 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.

Mr. Isaacs.

**8. Methods in Household Art.** Consideration is given in this course to types of schools 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. Miss Kissick.

**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. Practical 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. Mr. Withington.

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

#### MUSIC.

**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. Mr. Kendel.

**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. Mr. Kendel.

## FYSICAL EDUCATION.

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 markt competitiv elements. The course aims to meet the needs of the scool and playground, particularly for the yunger children  
Miss Keyes.

### 1. HISTORY AND CIVICS.

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

### 2. ARITHMETIC.

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

### 3. GRAMMAR.

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

### 4. GEOGRAFY.

A thoro review of the subject-matter of Geografy is given in this course. No credit will be given toward graduation.  
Mr. Barker.

### 5. FYSIOLOGY AND HYGIENE.

This course will giv primary attention to the subject-matter of fysiology and hygiene. No credit will be givn toward graduation.  
Mr. Shriber.

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Note: Other courses will be givn in orthografy, reading, riting and scool law if there ar any students desiring work in these subjects. Persons desiring work in natural sience ar advised to take the course (General Sience) in the Department of Fysical Siences.

If the student is unable to take the Sience course suggested, other provisions will be made by the department to accommodate such persons.

Correspondence with the College concerning any faze of your work.

# Teachers College Preparatory or Elementary Department

E. C. CASH, Director

An elementary department is organized in the Summer School to meet the needs of teachers who are just entering the service and feel the need of a review on the subject-matter of the grade subjects as well as information concerning methods of teaching.

Especially attention is called to the fact that all courses offered in this department are offered free of charge to the student taking them. No limit is placed on the number of subjects a student may take in the department. The only condition is that each student who enters and desires to take work in the elementary department must register for at least two credit courses in some other department of the college.

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





Michael



