

12

Colorado State Teachers College Bulletin

Series XVI

MARCH 30, 1917

Number 12

THE SUMMER TERM

1917



SIX WEEKS
JUNE 18 TO JULY 27, 1917

Published Quarterly by State Teachers College, Greeley, Colorado
Entered as Second Class Matter at the Postoffice at Greeley,
Colorado, under the Act of March 1, 1879

The Calendar

- June 18, Monday, Registration Day for the Summer Term.
June 19, Tuesday, Recitations begin.
July 4, Wednesday, Independence Day.
July 27, Friday, The Summer Convocation. The conferring
of Diplomas and Degrees, and the close of the Summer
Term.

Certificates of High School Graduation

Students enrolling for the first time in the College and those whose admission to the College has not yet been formally arranged must show a certificate of graduation from an acceptable high school. This certificate must cover at least fifteen units.

Students not high school graduates will be enrolled in the School of Reviews or in the Ungraded School for Adults. See Page 35.

Announcements and Catalog
of Courses

FOR THE

SUMMER TERM

1917

SIX WEEKS

JUNE 18 TO JULY 27

State Teachers College
GREELEY, COLORADO

IMPORTANT ANNOUNCEMENTS

Advanced Standing

Those who expect to attend the Summer School of Colorado State Teachers College, and who desire advanced standing, should write for application blanks for advanced standing at their earliest convenience, and should return these as soon as possible together with credentials to the College, so that they may be considered before the opening of the summer session. It is exceedingly important that full credentials, relative to all the work for which credit is expected, be forwarded. This saves the student much delay and inconvenience.

Practice Teaching in the Training School

Students who expect to teach in the Training Department, either the Elementary School or High School, during the summer session, are asked to correspond with the College before the opening of the term.

Reduced Railroad Rates

Reduced rates on all roads have been arranged for as follows: Open rate of one and one-third fare for the round trip apply through from the following territory:

A. T. & S. F. Ry.—Points south of Denver to and including Pueblo, Colo., Canon City branch; also from Trinidad, Colo.

Colo. & So. Ry.—All points in Colorado.

Colo. Midland Ry.—All points in Colorado.

C. C. & C. S. Ry.—All points in Colorado.

D. & R. G. Ry.—All points in Colorado.

Midland Terminal Ry.—All points in Colorado.

Union Pacific—All points in Colorado.

DATES OF SALE—June 16, 17 and 18, 1917.

FINAL RETURN LIMIT—July 28, 1917.

THE FACULTY

JOHN GRANT CRABBE, A.B., A.M., Pd.M., Pd.D., LL.D.....President

FRANCES LORENZO ABBOTT, B.S., A.M., Professor of Physical Science.

SAMUEL E. ABBOTT, M.D., Director of Physical Education.

LEVERETT ALLEN ADAMS, A.B., A.M., Ph.D., Professor of Biology.

LELA AULTMAN, Pd.B., Pd.M., Training Teacher, First Grade.

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

JOHN R. BELL, Ph.B., A.M., D.Litt., Principal of High School.
Professor of Secondary Education.

RAE E. BLANCHARD, A.B., High School Preceptress. Instructor in Literature and English.

CHARLES JOSEPH BLOUT, A.B., A.M., Instructor in Chemistry, High School.

ALBERT FRANK CARTER, A.B., M.S., Librarian. Professor of Library Science.

MABEL COCHRAN, Teacher in Demonstration School.

MARY E. COCHRAN, Assistant Librarian.

JEAN CROSBY, A.B., Instructor in History, High School.

ALLEN CROSS, A.B., Ph.M., Professor of Literature and English.

GRACE CUSHMAN, Ph.B., Assistant Librarian. Instructor in Library Science.

EMMA C. DUMKE, A.B., Instructor in High School Reading and Modern Foreign Languages.

EDWIN STANTON DUPONCET, A.B., Ph.D., Professor of Modern Foreign Languages.

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

AMY RACHEL FOOTE, A.B., Training Teacher, Sixth Grade.

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

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

HELEN GILPIN-BROWN, A.B., Dean of Women.

JENNY LIND GREEN, A.B., Training Teacher, Seventh Grade.

SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Practical Arts.
Professor of Industrial Education.

JAMES HARVEY HAYS, A.B., A.M., Dean of the College, and Professor of Latin and Mythology.

JACOB DANIEL HEILMAN, A.B., Ph.D., Professor of Psychology and Child Study.

LUCILLE G. HILDEBRAND, A.B., B.E., Instructor in Latin and Mathematics, High School.

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

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

JOHN C. JOHNSON, A.B., M.S., Assistant Professor of Biology.

_____, Training Teacher, Kindergarten.

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

ELIZABETH HAYS KENDEL, Pd.B., Pd.M., A.B., Training Teacher, Fifth Grade.

MARGARET JOY KEYES, A.B., Assistant in Physical Education and Dramatic Interpretation.

MERLE KISSICK, A.B., Ph.B., Director and Professor of Household Arts.

J. HORACE KRAFT, A.B., B.S., Director and Professor of Agriculture.

CELIA LAWLER, Pd.M., A.B., Instructor in Education and Sociology.

NELLIE BELDEN LAYTON, Pd.M., Assistant in Music, Piano.

BERTHA MARKLEY, Pd.B., Pd.M., Training Teacher, Eighth Grade.

THOMAS C. MCCrackEN, A.B., A.M., Dean of the Graduate College. Professor of the Science and Art of Education.

JOHN T. McCUNNIFF, Pd.M., A.B., Assistant Professor of Industrial Arts. Printing and Mechanical Drawing.

LUCY McLANE, A.B., Instructor in English, High School.

GURDON RANSOM MILLER, Ph.B., A.M., Ph.D., Dean of the Senior College. Professor of Sociology and Economics.

WILLIAM BARNARD MOONEY, Pd.B., A.B., A.M., Director of Extension Service. Professor of School Administration.

WILLIAM B. PAGE, M.D., Assistant Librarian.

HELEN PAYNE, B.S., Director and Professor, Home Economics.

ADDISON LEROY PHILLIPS, A.B., Professor of English.

EDGAR DUNNINGTON RANDOLPH, A.B., A.M., Professor of Sociology.

FLORENCE REDIFER, A.B., Instructor in Household Science.

FRIEDA B. ROHR, Pd.M., A.B., Training Teacher, Fifth Grade.

LILA M. ROSE, Assistant in Music.

GLADYS IRENE SCHARFENSTEIN, Ph.B., Instructor in Household Science and Arts.

MAX SHENCK, Book Binding.

JOSEPH HENRY SHRIBER, A.B., Director of County School Administration.

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

BELLA BRUCE SIBLEY, Ph.B., Pd.M., A.B., Training Teacher, Second Grade.

EDWIN B. SMITH, B.S., A.M., Professor of History and Political Science.

FRANCES TOBEY, B.S., A.B., Dean of the Junior College. Professor of Reading and Interpretation.

_____, Training Teacher, Third Grade.

CLARA HARRISON TOWN, B.S., Ph.D., Assistant Professor of Psychology and Child Study.

JENNIE TRESSEL, Assistant in Rural Education.

JEHU BENTON WHITE, B.S., Professor of Commercial Work.

GRACE WILSON, Pd.B., A.B., Assistant to the Dean of Women.

FRANK LEE WRIGHT, A.B., A.M., Professor of Education.

Special Faculty, Summer 1917

O. T. CORSON, A.M., LL.D., Editor Ohio Education Monthly.

HENRY S. CURTIS, Ph.D., Former Secretary of the Playground Association of America and Inspector of the Playgrounds of the District of Columbia.

G. STANLEY HALL, Ph.D., LL.D., President of Clark University.

M. V. O'SHEA, B.L., Professor of Education, University of Wisconsin.

JAMES E. RUSSELL, Ph.D., LL.D., Dean of Teachers College, Columbia University.

S. C. SCHMUCKER, Ph.D., State Normal School, West Chester, Pa.

A. E. WINSHIP, LL.D., Journal of Education, Boston.

H. M. BARRETT, Principal East Side High School, Denver, Colo.

D. K. DUNTON, Principal Pueblo High School, Pueblo, Colo.

KATHERINE A. FLOYD, Denver, Colo.

W. A. FRANKS, Superintendent City Schools, Fort Morgan, Colo.

J. F. KEATING, Superintendent City Schools, Pueblo, Colo.

GEORGE R. MOMYER, Superintendent of City Schools, Lamar, Colo.

J. R. MORGAN, Superintendent City Schools, Trinidad, Colo.

TRUMAN G. REED, A.B.

MARK K. SWEANY, Department of History, Colorado Springs, Colo.

D. E. WEIDMANN, Superintendent City Schools, Montrose, Colo.

J. P. CULBERTSON, Secretary to the President.

A. W. YAICH, Record Clerk.

RALPH S. BAIRD, Stenographer.

The Board of Trustees

HONORABLE GEORGE E. SULLIVAN, Gunnison, term expires.....	1923
HONORABLE HENRY P. STEELE, Denver, term expires.....	1923
HONORABLE H. V. KEPNER, Denver, term expires.....	1921
HONORABLE GEORGE D. STATLER, Greeley, term expires.....	1921
MRS. MARY C. C. BRADFORD, Denver, term expires.....	1919
HONORABLE WILLIAM P. DUNLAVY, Trinidad, term expires.....	1919
MRS. ROSEPHA PULFORD, Durango, term expires.....	1919

Officers of The Board of Trustees

HONORABLE H. V. KEPNER.....	President
HONORABLE WILLIAM P. DUNLAVY.....	Vice-President
MR. A. J. PARK.....	Secretary

RETROSPECT AND PROSPECT

The Summer Term of State Teachers College has been a success from the beginning. In 1905 a small number of the faculty were asked to work thru a six-weeks' summer term. Two hundred students or so attended. From that time until the present the number of instructors has been increased and the number of students attending has doubled and doubled until now more than a thousand regularly come to the school for the summer session.

Attendance

1910.....	443	1914.....	897
1911.....	612	1915.....	1,035
1912.....	824	1916.....	1,076
1913.....	864	1917.....	?

At present the regular faculty stays for the summer school, seventy in all, and ten or twelve of the leading superintendents and principals of the State are called in to assist in the courses in which they are expert. In addition to these the College employs several of the greatest men of the country to give courses of lectures, during the term.

ATTRACTIVE FEATURES

The New Rocky Mountain National Park

For forty years "Estes Park," at the base of Long's Peak, has been widely known thruout the nation as one of the grandest and most beautiful mountain resorts in North America. Thousands of tourists have visited it annually, and it has come to be known among traveled people as superior to Yellowstone in all except the geysers. But the park has not been widely advertised; no direct line of railroad goes to the park; the state has been slow to recognize its scenery as its most profitable commercial asset, and the nation has hardly been aware that there is anything west of the Alleghany mountains worth seeing except California. Notwithstanding the local and national indifference thousands have learned to come annually to the "Rocky Mountain Wonderland," to live for a month or more under the blue sky and in the clear air of the high mountains. A series of great hotels and of less pretentious, but comfortable, rustic inns has grown up in the Park.

Finally, the grandeur of this ideal mountain section was made known to the English-speaking world thru the writings of the mountain guide and naturalist, Enos Mills, who turned lecturer and essayist just to publish his enthusiasm for this spot. The result of the publicity which he has given to the place thru his books, magazine articles and lectures, is that the United States has at last made this wonderful stretch of snowy mountains "The Rocky Mountain National Park." Every student from the East or South or the plains country should arrange to spend at least a week-end from Friday afternoon to Monday morning in the Park. Commercial automobiles run to and from the Park daily, charging a reasonable fare for small parties.

One goes from Greeley across the plains and low hills to Loveland, 22 miles. It is eight miles from Loveland to the opening of the Loveland Canon, where the Big Thompson River breaks thru the first range of hills. The walls of this canon are clean cut, nearly 2,000 feet high and beautifully colored. Altho almost unknown, this canon is as imposing as the much-advertised "Royal Gorge." From this point the road follows alongside the Thompson thru groves of pine and under the shadows of wonderful geologic formations for twenty-five miles. Suddenly your car emerges from the confines of the rock walls and glides into the beautiful meadows of the Park—an ideal scene of quiet and peace. But "lift your eyes unto the hills!"

They take your breath for a moment, for there they stand all about you, the eternal snow-covered hills, 14,000 feet high—Long's Peak, Meeker, Flat Top, Ypsilon, and a dozen others. It's a big place threaded by sixty miles or more of perfect roads, and with the meadows running up to the hills. Pines, spruces, rocks, bewildering grandeur, are everywhere. Cottages for summer dwellers are tucked in everywhere. Every sort of dwelling, from a tent sheet anchored to the side of an automobile to mansions and elegant hotels are to be seen. And up at Long's Peak Inn you may be fortunate enough to catch a glimpse of, or get a word with, the young man who is the John Burroughs or John Muir of these mountains, the native naturalist, Enos Mills. and elegant hotels, are to be seen, and up at Long's Peak Inn

The College will co-operate with summer students in arranging for inexpensive trips over week ends in this Wonderland. Students can find inexpensive board and lodging in the public inns, or arrangements can be made to have a cabin and do their own cooking camp style.

Other 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; 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. 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. 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 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. Work may also be done toward securing the degrees, Bachelor of Arts in Education, and Master of Arts in Education. From five to twenty hours toward graduation may be earned in the summer term.

Location

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 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 thoroly 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 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 library is a beautiful building. 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 geography and agriculture.

The Training School is a commodious building of red pressed brick similar in style to the administration building. In its construction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal building for a complete graded school from the kindergarten to the high school inclusive.

The Simon Guggenheim Hall of Industrial Arts is a beautiful structure in the classic style of architecture. It is constructed of gray pressed brick. It accommodates the departments of Manual Training and Art, including every branch of hand work and art training applicable to the highest type of public school of the present and immediate future. This building is a gift to the College from ex-Senator Simon Guggenheim.

The President's House is on the campus among the trees. In this beautiful home are held many social gatherings for students during the school year.

Scope of the Summer Term 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 degrees. The work is arranged to enable graduates of State Teachers College, 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 College students to make up their work when, thru 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.

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 rougher 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.

The Campus

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 grounds adjacent 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.

Community Co-operation Plan

In March, 1915, the Council of Deans approved a plan in which provision was made for allowing students to go out to various organizations in the community to assist them in their undertakings. This plan was known as the Community Co-operation Plan. It was agreed to allow students regular College credit for acting as teachers, leaders, or directors of such groups as Boy Scouts, Girls' Camp Fire, Boys' Clubs, Girls' Clubs, Sunday School Classes, Junior Christian Endeavor Societies, Junior Epworth Leagues, Sodalities, Children's Choir or Orchestra, Modern Language Classes, Civic Training Classes for the Adult Alien, Story Telling Groups, and similar organizations.

The College was willing to inaugurate the plan because of its promise of usefulness both to the community and to the prospective teacher. The plan will benefit the community by bringing to organizations the assistance of well-trained College students. The plan will be of vital aid to the student who is preparing to be a teacher. It will give him an opportunity to study children at close range outside of the school room. He will have a richer understanding of social problems and be better able to take a place of leadership in his community. All this will make a greater success possible for him and will extend his influence for good wherever he enters upon the work of teaching.

The College believes that the plan is worth while and hopes for its extension until all students may have had such training before going into actual work in the teaching profession.

Model classes in Sunday School teaching and modern language teaching will be open to observation during the Summer Term in connection with the course, Education 44a. The work of these classes will indicate the type of teaching which is done by College students for credit under the Community Co-operation Plan.

Girls' Camp Fire Movement

Something new, something big, something destined to grow! The Camp Fire Girls' Movement is new, having been given definitely to the public, March 17, 1912. It is already an organ-

ization large in numbers, having at the last Annual Report 5,848 Camp Fires in good standing with a total membership of 85,988, an increase of 20,022 in one year. Emphasis is placed on the home, the out-of-doors, and the spirit of service. That the movement is destined to grow, is shown by the recognition given it, not only in summer camps, but also in universities and colleges where the Camp Fire Girls' work is beginning to be introduced into the curriculum. During the summer of 1916 the University of California provided such a course with marked success, and now Colorado State Teachers College is offering a similar opportunity.

The opportunity which the College will give this summer to those who wish to become Camp Fire guardians is an unusual one. For particulars see Department of Education, Course Education 44b.

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 in to 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, the 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.

Fees and Expenses

Board and Room. Table board costs from \$2.50 to \$4.00 per week. Room rent costs \$8.00 to \$10.00 per month. Rooms equipped for light housekeeping from \$6.00 to \$10.00 per month.

Fees. Each student pays a fee of \$25.00 for the six weeks.

Tuition. Non-residents of Colorado pay \$5.00 in addition to fees.

Library Deposit. A deposit of \$2.00 is charged for library privileges. This deposit is returned at the time the student withdraws from school.

Summary. Total Expenses for the six weeks:

Board	\$21.00 to \$24.00
Room Rent	12.00 to 15.00
Fees	25.00 to 25.00
Total	<u>\$58.00 to \$64.00</u>

Admission to General Lectures

Students of the College are admitted to the General Lectures by showing their President's Admission card; those outside of the College who desire to attend the Lectures may do so either by purchasing single admission tickets at 25 cents each or by securing a course ticket for \$2.50 from the Secretary of the Board of Trustees, Administration Building.

General and Special Lectures

The Summer School promises to be the most interesting and valuable session the institution has ever given the teachers of the West. This is claiming a great deal for it in view of the fact that previous sessions have been universally commended for their superior value to teachers. The general lectures, which have been a feature of the summer sessions since 1910, are going to be universally attractive this year. These lectures are to be given by men whose educational visions are large and whose messages will come from hearts filled with a firm belief that education has a great mission in this modern world.

Professor M. V. O'Shea of the University of Wisconsin returns to us this summer. He has lectured at our summer sessions several times, and we are looking forward to the good things he will give. He is practical and forceful. Few men have exerted greater influence on American education.

List of Lectures

- (a) Every Day Traits of Human Nature.
- (b) The Trend of the Teens.
- (c) The Child as Heir of the Past.
- (d) How Words Get Meaning.
- (e) Seeing and Believing.
- (f) Dynamic Leading.
- (g) Nervous Friction in Modern Life: Causes and Remedies.
- (h) What Development Means.
- (i) Measurement of Intelligence.
- (j) Modern Mysteries.

Five of these lectures will be given at the general lecture period and five in an afternoon.

Conference Class: Social Development and Education.

Dean James E. Russell of Teachers College, Columbia University, was at one time a member of the faculty of the University of Colorado. It was no easy matter to persuade him to come to us for a week. His residence and study abroad will qualify him to speak to us on the subjects he has chosen. The teacher who hears Dean Russell is going to be better qualified to do the work society expects of him.

List of Lectures

- (a) Relation of Individual to the State.
- (b) The German Method of Training for Citizenship.
- (c) The English Ideal of Citizenship.
- (d) The American Situation.
- (e) What Shall We Do About It?

Conference Class: Discussions on the above lectures.

Samuel C. Schmucker will be with us three weeks. He is the thoro-going scientist who makes it possible for the unscientific listener not only to understand science but to enjoy it. If he can't make you understand by the use of words how a caterpillar crawls along a leaf eating as it goes, he will make you visualize the creature, by himself imitating it. For him truth does not clash with truth. The truths of science are in accord with other universal truths. All this he has the power of making clear to a general audience.

List of Lectures

- (a) The Nature Lovers' Spirit.
- (b) Needless Fears.
- (c) The Real Purpose of Nature Study.
- (d) The Place of Nature Study in the Course.
- (e) What Next?

Conference Class: Discussions on the above lectures.

Dr. E. A. Winship, Editor of the New England Journal of Education, is probably the most widely-known educator in this country. He knows the educational problems of America and the specific problems of a large number of local school communities. He expresses his views sympathetically, but fearlessly and vigorously. As a lecturer and as the Editor of the Journal of Education he has exerted great influence on the educational policies of our nation.

List of Lectures

- (a) The Teachers' Budget.
- (b) Educational Investment and Dividends.
- (c) Soloists and Socialists.
- (d) Nature vs. Human Nature.
- (e) Culture vs. Agriculture.

Conference Class:

- (a) Making Boys Manly.
- (b) Making Girls Womanly.

Dr. O. T. Corson is an Ohio educator. He began his work as a teacher in the rural schools of that state and advanced rapidly until he became commissioner of Public Schools of that state in 1892. He served his state in this capacity six years. In 1898 he became the editor of the Ohio Educational Monthly, the oldest and one of the most influential educational journals in America. He has done great work in the cause of education as a teacher, as an administrator, and as an editor. Those who were fortunate enough to hear him at a general session of the Department of Superintendence at Kansas City this year will testify to his greatness of soul, and to his keenness of insight into modern educational ideals and practices.

List of Lectures

- (a) The Largest Factor in the Improvement of Schools.
- (b) Cultivation of Personality.
- (c) Co-operation—Teachers with Pupils.
- (d) Co-operation—Teachers with One Another.
- (e) Originality in the Teacher.

Conference Class:

- (a) The First Day in School.
- (b) The Language of Pupils.
- (c) School Discipline.
- (d) and (e) Hindrances to Study.

President G. Stanley Hall of Clark University, the father of experimental psychology in America, and a leader in the modern phases of that subject in the world today, is to be in our Summer School again. A glance at his subjects show that he is going to deal with matters in the field of psychology and education that are of primal significance to the modern teacher and student.

List of Lectures

- (a) Some Educational Results of this War.
- (b) Tests, Standards, Scales and New Studies of Character and Human Nature.
- (c) The Pawlow School and the New Psychology of Goods and Eating.
- (d) Psychoanalysis and the Unconscious.
- (e) New Light Shed Upon the Feelings, Emotions and Sentiments.

Conference Class:

- (a) Moral and Religious Education.
- (b) Reading.
- (c) Nature Study.
- (d) Industrial Education.
- (e) Education of the Heart.

J. F. Keating, Superintendent of Schools, Pueblo, Colorado, is well known to all Colorado teachers and to a large number of teachers in surrounding states. He has been the guide and inspiration of many young men and women who have been fortunate enough to come under his instruction. He will bring a message to us which has grown out of a rich experience with western conditions. No better man could have been selected to present western ideas and ideals in education, because he helped in no small way to build them.

List of Lectures

- (a) The School and the Community.
- (b) Sanity in Education.
- (c) The Public School and Pupil Morality.
- (d) The Modern School Superintendent.
- (e) The Teacher and Growth.

Henry S. Curtis, former Secretary of the Playground Association of America and Supervisor of the Playgrounds of the District of Columbia, is the foremost exponent of Play and Recreation in this country. Besides being the author of several well-known books—Play and Recreation in the Open Country, Education Thru Play, and The Practical Conduct of Play—he is a forceful speaker with a real message. Teachers College is fortunate in securing Mr. Curtis for a week.

List of Lectures

- (a) Education Thru Play.
- (b) The Message of the Play Movement to the Teacher.
- (c) The Play Movement and Its Significance.
- (d) Play and Recreation in the Open Country.
- (e) Recreation for Teachers.
- (f) The School System of Gary.
- (g) The Kindergarten and Montessori.
- (h) Children's Gardens.
- (i) The Hygiene of the School.
- (j) The Community Center.

The Series of lectures given by these well-known men in Education is required of all students—Credit five hours.

The Series covers:

1. The Morning Lecture, daily, at 9:20, with corresponding conference-class daily at 2:50. In lieu of the conference-class the student may submit a written outline of the morning lecture.
2. Mr. Keating's evening lecture, daily, for one week, at 7 o'clock—no corresponding conference-class.
3. Mr. Curtis' evening lecture, daily, for one week, at 7 o'clock—no corresponding conference-class.

Additional lectures by Mr. Keating and Mr. Curtis will be noted on the program at 4:00 p. m. daily. The program will also indicate two regular class courses conducted by Dr. Schmucker, as follows:

- Course 1. Eugenics for Teachers, daily for three weeks— $2\frac{1}{2}$ hours credit.
- Course 2. Self-Study, daily for three weeks— $2\frac{1}{2}$ hours credit.

A student who takes these two courses under Dr. Schmucker will receive five hours credit. (See outlines in Courses of Study.)

Organization of the College

State Teachers College is organized into three divisions—The Junior College, The Senior College, and The Graduate College. Each of these has its own regulations, similar in essentials, but different in some details, for admission, advanced standing, major subjects, diplomas, degrees, graduation, etc., etc. These matters of administration are presented in different sections of this book, each College having its own place.

Only details of administration are to be found in these pages. Each department schedules all the courses it has to offer in one place. The department indicates what courses are intended primarily for Junior College, what for Senior College, and what for Graduate College. This arrangement is made to indicate the grade of work to be expected in a given course and is not intended to exclude any student from any course which he wishes to take if he has had previous training to fit himself to do that kind or grade of work.

THE JUNIOR COLLEGE

FRANCES TOBEY, B.S., A.B., 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.

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 disease.

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. Students of mature years, who are not high school graduates, may enter and take work in the ungraded school for adults and later be admitted to the college when they have completed the equivalent of 15 high school units.

Requirements for Graduation

A student must be in residence at least three terms before being granted a certificate of graduation from the Junior College. One hundred and twenty term-hours are required. This work is elective, except for the following subjects required of all Junior College students:

Psychology 1	
Psychology 2, 3a, 3b, or 4 (one of these)	
Biology 2	
Sociology 3	
Education 11	
Education 8, 12a, 12b, 24, 25, 33 (one of these).....	
Training School 1	
Teaching	
English 1	

Physical Education, two-thirds of the terms in which the student is in residence.

All of these required subjects are usually taken in the first year, except Education 11, the second course in Psychology, Teaching, and a part of the Physical Education courses.

Majors

No major is granted in the Junior College. Those who wish to earn a major later in the Senior College may begin work in the special subject in the Junior College. A student may obtain permission to complete as many as thirty hours in one subject in the Junior College.

THE SENIOR COLLEGE

GURDON RANSOM MILLER, A.M., Ph.D., 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 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."

Advanced Standing

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 resident work in this institution.

Admission to the Senior College

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

Graduates of other colleges, who have earned one of the regular academic degrees, are admitted to the Senior or Graduate 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.

Requirements for Graduation

One hundred and twenty term-hours in addition to those required for graduation from the Junior College are required for graduation and a degree from the Senior College. With the exception of the Teaching only 15 term-hours of academic work are required. This work must be elected from the departments of Biology, Sociology, Psychology, and Education. All Senior College programs must be approved by the Dean of the Senior College. Not less than five hours of the fifteen hours indicated above must be taken in the third year. A certificate which is a life license to teach in Colorado, and which is accepted by most of the states of the West, is granted upon the completion of the third year, if applied for by the student.

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. 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 practice teaching.

Diplomas and Degrees

At the end of the fourth year of study, the student having 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.

Majors

Sixty term-hours in one department is the minimum requirement for a major in the Senior College. The major notation must be approved by the head of the department in which it is sought before it can be entered on the student's diploma.

The head of a department may accept (but not require) work from an allied department as a part of required major credits.

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 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 obtain the blank "Application for Admission" and send it to the Committee on Advanced Standing for their approval before the opening of the term. Original credentials must be submitted with the application for admission. Such blanks may be secured by addressing State Teachers College, Greeley, Colorado.

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

General Requirements

1. **Residence.** One year of work in residence at the College in advance of the requirements for the A. B. degree. This is three terms of work beyond a four-year college course. Students may satisfy the residence requirement by attendance for three summer terms under the conditions specified below.

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

3. Special Interpretation of Graduate Work in Summer Term. Graduate students shall receive for each graduate course pursued in the Summer Term a credit of three (3) hours, twelve (12) hours being the maximum credit per summer term, inclusive of research work in connection with the thesis. In the three summer terms of residence work the student may earn thirty-six (36) hours credit; the remaining twenty-four (24) hours may be earned in non-residence in the intervals between Summer Terms. This organization of the work for students who cannot attend for one year of three consecutive terms is regarded as preferable to the distribution of the work thru four or five summer terms. If the work is not completed within three years, new conditions may be imposed upon the candidates or the old conditions may be modified. In no case, however, shall fewer than 36 hours of residence work satisfy the requirements for resident study.

4. The Nature of Graduate Work.

(1) **It shall be in professional lines of work.** In keeping with our function as a Teachers College, graduate work shall be confined to professional lines of work.

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

(3) **Thesis.** Research work culminating in the writing of a thesis upon some vital problem of education shall be an integral part of the work for the Master's degree.

(4) **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 know the fundamentals of professional education.

(5) **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.

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.

2. No graduate student may enroll for more than twenty (20) hours work in any regular term, nor for more than four

courses, of a total credit value of twelve (12) hours in the Summer Term. This regulation is essential to the maintenance of the standard of 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 enroll for the same.

3. 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.

4. 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.

5. Five-hour summer courses of the 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.

6. 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.

7. 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. When graduate credit is given to teaching, this work must be of an advanced character, so organized, controlled, and supervised as to insure some decided growth of the teacher in the scholarship of the subject or professional insight into its value and problems.

8. 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 recommendation of the Dean of the Graduate College and the approval of the Council of Deans.

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

10. 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.

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

12. 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.

13. 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 at least two weeks previous to final examination, 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.

14. 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.

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.

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 state-

ment: 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 by author, title of book or article, and exact page; and should contain at the end a bibliography of the literature of the subject. In giving bibliographical material, the customary form of publishing houses should be used, which is quite uniformly that of the author first, followed by title, price, copyright date, and publisher, 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 and in the regular school year will be on the same basis as fees for all others. 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.

EDUCATION

THOMAS C. McCracken, A.M.

FRANK E. WRIGHT, A.M.

WILLIAM BARNARD MOONEY, A.M.

SAMUEL MILO HADDEN, A.M.

JOSEPH H. SHRIBER, A.B.

HELEN GILPIN-BROWN, A.B.

CELIA LAWLER, A.B.

GRACE H. WILSON, A.B.

MYRTH KING, A.B., Summer 1917.

H. M. BARRETT, A.M., Summer, 1917.

D. E. WIEDMANN, A.B., Summer, 1917.

W. A. FRANKS, A.B., Summer, 1917.

D. K. DUNTON, A.B., Summer, 1917.

The work of this department, altho 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.

Courses Primarily Junior College

8. Educational Values. The methods of determining educational values adopted by leading educators of the past will be discussed and contrasted with present-day American methods. A detailed inquiry concerning the value of the various studies of the curriculum will be made with the following points in mind: (a) the way in which any particular subject-matter is acquired; (b) the social and physical needs of the individual and of the group of which he is a member; and (c) the tastes and predilections of the individual. One section of this course will be for advanced students.

Mr. Wright.

11. Principles of Education. Required second year. Open also to Senior College students who have not had its equivalent. This course is designed to set forth the theory of aims, values, and content of education; the place of a scientific basis in education; the relation of schools to other educational agencies; the social limitations upon the work of the schools; and the processes of learning and teaching.

Mr. Wiedmann and Mr. Dunton.

12a. Current Movements in Social Education. This course will include such subjects as the following: the school as a social center; school credit for home industrial work; open-air schools; organizations co-operating with the public schools; the six-three-three plan, and the school survey.

Miss Lawler.

24. School Administration. This course will deal with school and class-room management, and is designed to meet the needs of supervisors, principals, and class-room 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. Franks.

25. Administration of Rural and Village Schools. This is a course in the study of rural education, which aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of country life. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education, and a discussion of forward movements in legislation as they affect the education of country children.

Mr. Shriber.

27. General Education. Required of all undergraduate students who shall attend the regular morning lectures and, in addition to this, either attend an afternoon conference at an hour to be determined or submit a written outline of each day's lecture. Students working for the A. M. degree may take the course for credit upon approval of the Dean of the Graduate College, provided they attend the morning lecture, the afternoon conference and a regular weekly quizz on the lectures. This course will consist of a series of daily lectures by men eminent in the field of education. Lecturers: Dr. G. Stanley Hall, Dr. Samuel C. Schmucker, Dr. James E. Russell, Dr. O. T. Corson, Dr. A. E. Winship, and Prof. M. V. O'Shea.

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

37. Ethical Culture for Women. A course designed for instruction in the etiquette of every-day life, and a general appreciation of culture and its necessity in the training of a teacher. Lectures, book and magazine reviews and reports. Mrs. Gilpin-Brown.

38. Vocations for Women. A course designed for the study of vocations open to women, with the idea of preparing the teacher to guide her students in the choice of their life work. The course consists of lectures, recitations, readings, and reports. Miss Wilson.

44a. Social Education. A Course planned for students who wish to organize clubs or do other work of a community co-operation nature. Scope of work: Consideration of movements and methods for social betterment, such as organization of schools, playgrounds, young people's clubs, Sunday School classes, classes in citizenship, classes in English for foreigners and classes for women in home problems.

Model Sunday School classes will be conducted by the various churches. Observation of these classes will be under College supervision. Discussions will be made profitable. Citizenship classes may be observed. Special lectures will be given by educators of note, including those giving the general lectures. Miss Lawler.

44b. Girls' Camp Fire Work. This course is intended for those who wish to become Camp Fire guardians. Groups of twenty will be organized into regular camp fires and do all the work usually required of girls in such groups. The expense covering costume, beads, music, and manual, will approximate five dollars. We recommend that the prospective student procure a catalog from the Camp Fire Outfitting Company, 16-18 West 22nd Street, New York City, and get the manual, bead loom and Camp Fire Songs in advance. This course is a substitute for any non-credit course in Physical Education. Miss King.

Courses Primarily Senior College

8. See "Courses Primarily Junior College."

16. Theory of High School Curriculum. A discussion of educational values and the arrangement of studies to suit the age of the pupil. An attempt to eliminate waste material and to stress those courses that best prepare for life. A survey of experiments in the introduction of vocational courses in the curriculum of the secondary school; this will lead to a careful study of the various types of American secondary schools. Mr. Barrett.

34. **American Education.** Open to mature students of both Junior and Senior Colleges. A careful study will be made of typical methods of meeting educational needs in the colonies, of the growth of the public school idea, and of the spread of the public school system. Attention will be paid to various features of our American school system in the present status of development. Mr. Barrett.

42. **Educational Administration.** Open to students of the Graduate College upon permission of the instructor. The plan of this course comprises a comparative study of contemporary school organization and administration, and so should be of especial value to principals and superintendents. Mr. Mooney.

Courses Primarily Graduate College

12b. **Current Movements in Social Education.** Open to mature students of the Senior College upon permission of the instructor. This course will include a discussion on vocational education and vocational guidance. Mr. McCracken.

17. **Vocational Education.** Mature students of the Senior College may take this 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. 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. Credit hours will be given in accordance with the amount of work done. Conference course at hours convenient to the instructor. Mr. McCracken and Mr. Wright.

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 will consist of reviews and discussions of recent books in the various fields of education. Mr. McCracken.

35. **Educational Classics.** Such classics as Plato's Republic, Spencer's Education, and Rousseau's Emile, will be considered, (a) as interpretations and criticisms of educational practices of the various periods of history represented; and, (b) as presentations of theory related to present-day education. Mr. Wright.

41. **Master's Thesis Course.** The student who expects to work upon his Master's thesis will register for this course, no matter for what department the thesis is being prepared. Mr. McCracken.

*The books used in this course, Summer 1917, will not be the same as those used in Summer 1916.

45. **Measurements and Tests in Education.** A study of measurements of results in education, including tests of efficiency in school subjects and in the work of the individual teacher. A practical course for any teacher or supervisor who wishes to become familiar with various tests in education, their application, and their scoring. Mr. Mooney.

COUNTY SCHOOLS

JOSEPH H. SHRIBER, A.B., Director.

MABEL COCHRAN, Summer, 1917.

JENNIE L. TRESSEL, Summer, 1917.

This department recognizes that the rural problem is essentially the problem of the rural school, because it is the agency of education, and a natural center for organized community service. The object of the courses offered here is to prepare county teachers for community leadership and to assist in the proper organization and management of the type of school found in the open country. However, every effort consistent with existing conditions and lasting progress, shall be made to point out the importance of reorganizing the county educational system upon a principle that shall lead to centralization. While the new conception of a new school is in process of formation we must make the best of the present situation. Whatever may be the organization, equipment or skill in management, good teaching is the fundamental source from which the product of our schools can be judged. The rural teacher, especially, on account of limited time and a crowded curriculum, should have a clear-cut knowledge of the subject-matter he teaches. It shall be the chief aim of the department to stress the importance of academic preparation, a professional training that relates the child closely to the teaching process, and of making the county school of the future a dynamic force in the community.

Courses Primarily Junior College

Education

26. **The Rural School Curriculum and the Community.** Open to Senior College students. This course will treat of 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.

12. **Rural Sociology.** See Department of Sociology.

6. **General Methods.** The application of methods to a rural school, the organization of material, class-room management, and effective presentation will be discussed. This course will aim to discover points of

difference between the graded and the ungraded school in respect to the utility of pertinent methods used in teaching the various subjects in a rural and village school. (See School of Reviews.) Mr. Shriber.

Primarily Senior College

25. **Administration of Rural Schools.** Open to mature Junior College students upon permission of the instructor, and to Graduate College students. This is a course in the study of rural education, which aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of country life. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education. A discussion of forward movements in legislation as they affect the life of the farm and the education of country children. Mr. Shriber.

Demonstration School

For teachers who desire special preparation for County Schools, the West-side school, two miles west of the campus and belonging to the Greeley system of schools, will be used as a Rural Demonstration School for the Summer term. This is a one-teacher school of two rooms and basement, which was completed late in February. Its favorable location in a country environment, with a five-acre tract for agricultural projects, make it especially desirable for the demonstration of the possibilities of this type of school. Miss Mabel Cochran, a skillful teacher, who has had successful experience in one-teacher schools, will be the instructor. The work in the school for students is almost wholly an observation course. Students will be conveyed, at least once each week, to the school in groups, for the purpose of study and observation.

Observation 1. This is a part of the course mentioned above. One part cannot be taken without the other. Preparation for Observation 1 is based upon observation made in the Demonstration School, relative to correct methods used, organization, management, utility of subject matter, program, and the community in its relation to the school. The course is intended primarily for students who are unable to register for the school year following the summer term. Observation in the Demonstration School and Observation 1 will receive five hours credit.

Mr. Shriber.

Note. Students having met the College entrance requirements will receive credit for work done in the Demonstration School, in the College. Others will be given credit in the State Industrial High School.

Public School Subjects

Students taking these courses will select subjects desired, from the School of Reviews, and credit will be given in the State Industrial High School to those who have not completed their high school course.

ELEMENTARY EDUCATION

- GEORGE E. FREELAND. Professor of Elem. Ed. and Principal.
 MILDRED DEERING JULIAN. Kindergarten and kindergarten methods.
 MRS. LELA AULTMAN. First grade and primary methods.
 MRS. BELLA B. SIBLEY. Second grade and primary methods.
 NELLIE MARGARET STATLER. Third grade and story telling.
 FRIEDA B. ROHR. Fourth grade and methods.
 ELIZABETH HAYS KENDEL. Fifth grade and intermediate methods.
 AMY RACHEL FOOTE. Sixth grade and intermediate methods.
 JENNY LIND GREEN. Seventh grade and upper grade methods.
 BERTHA MARKLEY. Eighth grade.

This department offers to Summer School students a complete Elementary training and demonstration school, including kindergarten. Here will be demonstrated methods of teaching the children of each grade; there will be an outdoor school on the campus where the children do regular school work as well as take recreation; vocational work in wood, mechanics, sewing, cooking, commercial branches, etc., will be demonstrated as to value and practicability in the elementary school; and an adjustment of the day's work and programs in a manner that seems best for summer work in Colorado will be given.

Opportunity for practice teaching will be given a limited number. Only those who graduate this summer may teach.

The following courses in methods will be offered. Any of these may be substituted for Elementary Education 1, which is required of all Junior College students.

3. Elementary School Supervision. Students who have served their period of apprenticeship in the elementary school and who have done work of an exceptionally high character may be allowed to assist in the supervision of teaching in the training department. They will still work under the direction of the training teachers, but will have greater responsibilities and a larger share in the administrative work of the school. This training is intended for those seeking the more responsible positions in elementary school work and also for those who are planning to become training teachers for normal schools. Mr. Freeland.

5. Primary Methods. This course is considered under two main headings: 1. The transition of the child from the home or kindergarten to grade work—the nature of the little child, and the principles which govern early growth; 2. The stimuli by which the child is led to use the tools of wider social intercourse. This study will include (1) a comparison of typical courses of study with our own; (2) a discussion of the basis of selection of subject-matter; (3) a reorganization of this material by the student into a tentative course of study; (4) the relation of subject-matter and method; and (5) practical problems in methodology.

Mrs. Aultman.

6. **Primary Methods.** The course is based on the needs of the child between the ages of 7 and 8 years. This course leads up to the selection of subject-matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given.

Mrs. Sibley.

7. **Third and Fourth Grade Methods.** Junior College Elective. The course is based on the needs of the child between the ages of 8 and 10. It will consist of (1) a review of the most significant things in child study common to children of this period; (2) a comparison of courses of study for these grades; (3) the building of a course of study; (4) methods of presenting the material of the curriculum of the third and fourth grades.

Miss Rohr.

8. **Fifth and Sixth Grade Methods.** A brief survey of the needs and interests characteristic of children in the pre-adolescent period—with the purpose of applying the conclusions of such psychological studies to methods of teaching—and a brief study of the subjects in the curriculum of the elementary grades. Chief emphasis will be placed upon the practical side of the work, including a consideration of the subject-matter to be taught; influence governing its selection, arrangement, and distribution; methods of presentation; devices, games and drills for securing accuracy and retention; and observation of classes illustrating certain phases of the work.

Miss Kendel and Miss Foote.

9. **Grammar Grade Methods.** The physical and mental status of the grammar grade pupil—with the instinctive tendencies and dominant interests of this period. Upon this as a basis, the material actually in use in these grades in various good schools will be considered. Following this preliminary work, an attempt will be made to evaluate several of the school subjects, and to work out functionally several topics of each.

Miss Green.

15. **Handwork in the Kindergarten.** 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, and textile materials, etc.

Miss Julian.

20. **The Kindergarten Program.** This course takes up the study of the different materials of the kindergarten curriculum, together with a detailed arrangement of these materials.

Miss Julian.

SECONDARY EDUCATION

JOHN R. BELL, A.M., D.Litt., Principal.

RAE BLANCHARD, A.B., English.

JEAN CROSBY, A.B., History.

CHAS. J. BLOUT, A.M., Science.

MARK K. SWEANY, A.M., Mathematics, Summer, 1917.

LUCY McLANE, A.B., English.

LUCILLE HILDEBRAND, A.B., Mathematics.

H. M. BARRETT, D.Litt., Latin, Summer, 1917.

J. R. MORGAN, A.B., Spanish, Summer, 1917.

W. A. FRANKS, A.B., History, Summer, 1917.

GEO. R. MOMYER, A.B., Science, Summer, 1917.

FRANK A. SHULTIS, A.M., Commercial Arithmetic and Bookkeeping.

Courses

Courses will be offered in science, mathematics, English literature, history, modern languages, and those vocational subjects which best fit into a well-rounded high school education.

The State High School of Industrial Arts makes it possible, by means of its summer courses, for aspiring young men and women to save time, and thus shorten the period of preparation for life. The teaching force is excellent. The work is done on a campus which is conceded to be one of the most beautiful in the entire country and under circumstances that are peculiarly conducive to study.

Why not begin a high school course this summer, or make progress on one already begun? No fees will be charged regular high school students for the summer term. Full credit will be given for the work done.

Demonstration Classes

The High School Department of The State Teachers College is intended as a training school for such individuals as desire to become high school teachers.

The demonstration classes give to those who expect to enter the field of secondary education an opportunity to see experts teach. The program will be arranged so that every important phase of the high school curriculum will be presented.

There will be frequent conferences between the educator in charge of a given class and the student teachers who are observing the work. At these conferences both the methods of instruction and the lesson content will be freely discussed and the reason for each step taken will be clearly demonstrated.

The Ungraded School for Adults**(High School Credit)**

It often happens that for economic reasons boys and girls are compelled to leave school in the grades or in the early years of high school. Upon reaching maturity they realize the value of an education and are anxious to obtain one, but are unwilling to enter classes with children. The purpose of this school is to open the door of opportunity to just such students. The work will be evaluated according to the strength shown and the individual will be classified, after sufficient time has elapsed, in accordance with the power demonstrated without the necessity of completing such omitted step.

The experiences of life have a very high educational value. The various types of schools of America have been slow to recognize the real significance of the fact that life is itself a school in which character can be developed and mental growth attained. By doing any kind of work, and doing it well, the mind is made stronger and the character more dependable. The individual of twenty years or more who has taught, worked on a farm, or in a factory, during the years that other boys and girls are going to school, usually manifests, upon returning to school, far more mental power than the pupils, fourteen or fifteen years of age, with whom he has been compelled to associate in the work of the classroom.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and give a reasonable amount of credit for the same. And, most significant of all, it substitutes the power-unit for the time-unit. No one can enter the Ungraded School for Adults who has not reached the age of eighteen years.

THE SCHOOL OF REVIEWS**Directors****JOHN R. BELL AND JOSEPH H. SHRIBER****Teachers and Subjects**

BELL, JOHN R., A.M., D.Litt.
Principal of High School Department,
Professor of Secondary Education,
State Teachers College,
Instructor in Geography.

BLANCHARD, RAE E, A.B.
English Department,
State Teachers College,
Instructor in Grammar.

BLOUT, CHAS. J., A.M.

Chemistry Department,
State Teachers College,
Instructor in Arithmetic and General Science.

FRANKS, W. A., A.M.

Superintendent of Schools, Ft. Morgan,
Instructor in History.

MOMYER, GEO. H., A.M.,

Superintendent of Schools, Lamar,
Instructor in School Law, Civics, and Physiology.

SHRIBER, JOS. H., A.B.

Director County Schools Department,
Prof. Rural Education,
State Teachers College,
Instructor in General Methods.

SHULIS, FRANK A., A.M.

Commercial Department,
State Teachers College,
Instructor in Commercial Arithmetic.

Fees and Credits

A fee of ten dollars will cover any two or more subjects listed in the School of Reviews.

Credits will be given in the High School Department for all courses satisfactorily completed.

Scope of Work

1. **Review of Common Branches.** A thoro review of the subjects usually taught in the elementary schools.

2. **Emphasis Upon the Essential Elements of Pedagogy.** Those aspects of pedagogy which are involved in the correct teaching of the elementary curriculum, will be stressed. The learning process will be given special attention and the constant aim will be to give practical assistance to the teacher by giving her an intelligent basis for the use of methods.

3. **Application of the Principles of Psychology to Instruction.** Certain principles of psychology are so closely related to the teaching art that a knowledge of them gives inspiration and power to the teacher. These will be studied in the light of accumulated experience.

4. **Development of Personality and Community Leadership.** A dynamic knowledge of the work of the school and its environment will be encouraged. The elements of personality as a constructive force will be considered in relation to a teacher's general equipment.

PSYCHOLOGY AND CHILD STUDY.

JACOB DANIEL HEILMAN, Ph.D.

CLARA HARRISON TOWN, Ph.D.

The main purpose of the courses in Psychology and Child Study is to improve the student's ability to care for, train and educate the child by means of studying the child's nature, normal development and natural modes of learning. Provision is also made for elementary and advanced courses in General Psychology.

Courses Primarily Junior College

1. **Child Hygiene.** The preservation of the child's health is believed to be of fundamental importance in the work of the schoolroom. The following topics will be treated in the course: The significance, prevention and detection of sensory defects; malnutrition; faulty postures and deformities; hygiene of the mouth and nervous system; air, light, clothing, exercise and sleep requirements.

2. **Educational Psychology.** Instincts and capacities; psychology of learning; individual differences; mental work and fatigue.

3. **Child Study.** This course deals primarily with the mental and physical development of the child.

a. Purposes and methods; anthropometrical measurement and growth; development of attention and sense perception; instruction in observation.

b. The development of memory, imagination and thinking; the psychology of lying; the growth of feelings and ideals; volition and interest; suggestion and imitation.

4. **Psychology of School Subjects.** Drawing; writing; spelling; arithmetic; reading; and treatment of speech defects.

Required Courses: 1 in the first year.

One of the following: 2, 3a, 3b, or 4 in the second year. A minimum of seven hours in Psychology is required.

Courses Primarily Senior and Graduate Colleges

5. **Clinical Psychology.** Methods and purposes; mental classification of children; pathological classification of the feeble-minded; treatment of special classes of children; their effect upon the school, society, and the race; causes of feeble-mindedness; mental characteristics of the feeble-minded.

6. **Mental Tests.** Binet-Simon; Yerkes-Bridges-Hardwick; Terman; Goddard; form board, etc.

11. **Abnormal Psychology.** The abnormal mental conditions occurring in feeble-mindedness and insanity are considered from the psychological

viewpoint, as resultants of lack of development of, or aberrant functioning of the processes of sensation and perception, association, memory, attention, volition and emotion.

12. Methods of Teaching Backward and Feeble-minded Children.
This course will be offered by

13. Observation Class of Backward and Feeble-minded Children.

14. School of Speech Defects. Observation class of children with speech defects. This class will be taught by Miss Catherine Floyd of Denver, Colo. Miss Floyd has had extensive and successful experience in this work.

Courses 12, 13 and 14 are open to all classes of students.

BIOLOGY.

LEVERETT ALLEN ADAMS, Ph.D.

JOHN C. JOHNSON, A.B., M.S.

S. C. SCHMUCKER, Ph.D., Summer, 1917.

Courses Primarily Junior College

Biol. 2. Bionomics. Required in the Junior College. This is required in the first year. It is a study of some of the fundamental facts and laws of Biology that may be valuable in teaching. It forms a basis for the intelligent study of other educational subjects. It considers the Evolution doctrine, cell life, problems of fertilization, maturation and embryology. Mendel's Law, formation and organization of tissues.

Mr. Johnson.

Zoo. 5. Bird Study.

Mr. Adams.

Bact. 2. Bacteria, Prophylaxis and Hygiene. A study of (1) Bacteria, where they are found, what they are, how they live and grow, useful bacteria, parasitic and disease-producing bacteria; (2) Prophylaxis, how disease is spread, methods of prevention, immunity, disinfection, inspection; (3) Hygiene, of person, home and school room. Mr. Johnson.

Botany 2. General Botany. Considers the development of the plant; life history of the plant; structures of plants in relation to their functions and environment; classification. Mr. Johnson.

Courses Primarily Senior College

Biotics 2.

Mr. Adams.

Bact. 3. Continuation of Course 2.

Mr. Johnson.

Courses Primarily Graduate College.

Biotics 3.

Mr. Adams.

Special 1. Eugenics for Teachers. This class will attempt to consider the most important suggestions that have been made for the im-

provement of the race and the principles underlying heredity and the modifying effect of the environment on the development of health and character. It will attempt to show how far the teacher may wisely foster such movements. It will particularly show where the teacher can, by precept and example, be most helpful in forwarding the development of boys and girls looking towards the improvement of the next generation following.

Dr. Schmucker.

Special 2. Self Study. This will be an attempt to make the teacher able to so examine his own personal equipment, physical, mental, moral, and social, as to recognize his own strong points with the idea of fostering and increasing them. At the same time he will be taught to find where he is defective and what are the simplest methods at his disposal of remedying these defects.

Dr. Schmucker.

PHYSICAL SCIENCE

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

7. General Science. A course complete in one term, dealing with the facts of Physics, Chemistry, Zoology, Physical Geography, etc., such as are needed by the rural teacher. Intended in the main to meet the requirements of those who take the county examinations in general science.

8. Radio-Graphic Physics. As man's applications of Physics to his problems are continually changing his environment, the teacher of physics finds himself continually under the necessity of adding to the traditional matter of the school subjects in order to keep relations between school work and outside conditions close. The title of this course suggests an extension, the need of which is now widely felt by the progressive element among teachers of physics. (See Abraham Flexner's article in the *Atlantic Monthly* for July, 1916, page 33.)

This course is intended to give such practical and detailed instruction to those who wish to attempt "WIRELESS WORK" that they shall be able to construct, set up, and operate a wireless outfit. The course discusses the function and physics of each piece of apparatus that enters into the outfit, thereby taking the operation of wireless out of the uncertain realm of "cut and try." The valuable practical experience gained by the student while making his apparatus (practically all of which he can do) is thus put on a scientific basis, so that he is later saved many blunders as an operator, and knows his material and what it must do well enough to select supplies from a catalog economically and intelligently. The course should be very useful to high school teachers and supervisors of physics.

6. Methods of Teaching Physics. A brief time will be given to the study of the history of the teaching of physics. The remainder of the time to a detailed course of presenting a method which will make the subject of physics interesting and of more value to the high school student than it ordinarily is.

CHEMISTRY

C. J. BLOUT, A.M.

1. **General Chemistry.** Primarily arranged for those wishing to begin the subject, but also offers an excellent opportunity for review work to those students who have had only a short course in chemistry. Lectures, text, and reference study. Three hours. Those electing Course 1 will also elect Course 2.

2. **General Chemistry.** Laboratory section. Four hours attendance, two hours credit. A detailed course supplementing Course 1.

3. **General Chemistry.** Continuation of Course 1. The chemistry of metals. Prerequisite, Course 1. Three hours.

4. **General Chemistry.** Laboratory section. Four hours attendance, two hours credit. A detailed course supplementing Course 3. Prerequisites, Courses 1 and 2.

5. **Qualitative Chemical Analysis.** Prerequisites, Courses 1 to 4, inclusive. The work of this course takes up the grouping, separating, and the identification of the common elements. Practically all laboratory work. Ten hours attendance, five hours credit.

8. **Food Chemistry.** Lectures, text-book, and reference study on the Chemistry of Air, Water, and Food. Three hours. Prerequisites. Courses 1 to 4, inclusive.

9. **Food Chemistry.** Accompanies Course 8. A laboratory course giving practice in the methods employed for food analysis and the detection of adulterants. Four hours attendance, two hours credit.

GEOGRAPHY AND GEOLOGY

GEORGE A. BARKER, B.S., M.S.

The courses listed in this department are not review courses covering merely the material taught in the common schools. Such review courses are listed in the high school department for which no credit is given toward graduation in the college.

2. **Physical Geography.** A course designed for those who have not had physical geography in the high school. The laboratory and field sides of the subject will be emphasized. Five hours.

3. **Climatology.** A study of climate, not only from the observational side but also from the side of method of presentation. Advantage will be taken of our weather bureau equipment to compile data, and methods of tabulating this data by means of graphs will be illustrated. Five hours.

4. **Geography of North America.** A lecture course with extensive library readings. The continent will be treated from the foundation of

its geologic and climatic controls, and upon this will be built the economic side of the subject. Five hours.

12. **Geography Method.** A general course in geography. This is the geography course that formerly was listed as Course 1. Five hours.

1. **Elementary Geology.**

MATHEMATICS

GEORGE WILLIAM FINLEY, B.S.

FRANK W. SHULTIS, A.B., A.M.

MARK K. SWEANY, A.M., Summer, 1917.

The department aims at the presentation of all work from the standpoint of those who expect to teach. The underlying principles of each subject are carefully developed and at the same time questions of method are given a place commensurate with their importance.

Courses Primarily Junior College

1. **College Algebra.** A careful review of the principles of elementary algebra and a continuation of the consideration of the graph, complex number, and theory of equations. Mr. Finley.

3. **Trigonometry.** The solution of the right triangle, a development of formulas, and the oblique triangle. Mr. Finley.

8. **Methods in Arithmetic.** The modern tendencies in the teaching of arithmetic together with a detailed discussion of the best ways to present the subject in the grades. Mr. Shultis.

8a. **Arithmetic for Teachers.** This course is intended for those who feel the need of a more thoro knowledge of the subject matter of arithmetic. Mr. Shultis.

3a. **Surveying.** Trigonometry a prerequisite. The student is here given an opportunity to apply his knowledge of Trigonometry to the solution of practical problems. The usual work of elementary surveying is done.

Courses Primarily Senior College

4. **Analytics.** An introduction to the broad field of higher mathematics with a view to enlarging the equipment of the future teacher of secondary mathematics.

9. **Algebra and Geometry for Teachers.** Open to Graduate College. A rapid review of the fundamental principles of algebra and geometry with the aim of giving that clear logical knowledge so much needed by a teacher. Mr. Finley.

Primarily Graduate College

5. **Differential Calculus.** An introduction to the powerful subject of the Calculus. This course is to be arranged for by conference.

Mr. Finley.

THE SOCIAL SCIENCES

GURDON RANSOM MILLER, Ph.D.

EDGAR DUNNINGHAM RANDOLPH, A.M.

DUEFFART E. WIEDMANN, A.B., Summer, 1917.

CELIA M. LAWLER, Pd.M., A.B.

TRUMAN G. REED, A.B., Summer, 1917.

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

However, any of our courses will prove of large value to any students specializing in Sociology or Economics. University or college students or graduates, interested in particular phases of Sociology, or any students interested in Social Reform Movements, or Social Settlement Work, should consult the head of this department for advice in electing courses.

31. Modern Civilization and Its Social Tendencies. Hypernationalism; social negatives; the survival of pagan idealisms; the need of economic, spiritual, ethical and religious revaluations; a program of social progress through education. Dr. Miller.

9. Social Economics. Labor problems and economic organizations; labor unions and labor legislation; social insurance; corporations and public ownership; socialism, taxation. Dr. Miller.

12. Rural Sociology. A study of rural social conditions; a scientific sociological study of modern changes in country life, and the organization and direction of rural education as a positive power in rural progress. Mr. Wiedmann

21. Problems and Methods of Modern Social Economy. A course in philanthropy which in the first part shows the nature and extent of past social failures and the slow progress from blind reaction to distress, to more or less rational methods of control; and in the second part deals with the extensions of social concern to the fields of social need now felt most keenly. On the whole it shows the transition from the attitude of "pity toward distress" to the attitude of "hatred of the conditions of distress." While doing this it endeavors to exhibit the factors in life that have brought the change. Elective. Senior College and Graduate College. Five hours. Mr. Randolph.

39. Social Theory of Education in Relation to the Course of Study. A course for advanced students interested in (1) reading critically the available literature upon the school subject in which they are most interested, (2) formulating the values which the subject may be expected to contribute to the pupils, (3) comparing these values with the material usually taught in the subjects in question, and (4) tentatively blocking out such a course in the subject as seems demanded

by the principles found and the values agreed upon. This is frankly an exploratory course and does not presume to settle the case of any subject discussed. Five hours. Elective. Senior College and Graduate College. Mr. Randolph.

23. **Immigration and American Social Problems.** A course dealing in the first part with the causes and motives of immigration, and the characteristics and extent of the incoming stream from 1820 to the present time; and in the second part considering in detail the most important complications of our national life, which have been ascribed to the great change in the character of our population. Five hours. Elective. Mr. Randolph.

24. **Problems and Methods of Child Welfare.** A careful study of the movement for the conservation of children. After giving the movement a setting in contemporary thought, it traces out the operative factors in a large number of attempts to improve the conditions of childhood, shows the extent of the most pressing problems, brings to light the principles of care and protection gradually evolved (both public and private), and finally in each case makes clear the present problems and points of attack. The course has two aims: (1) To unify many phases of the conservational tendency, and (2) to give much information about each of the situations discussed. Five hours. Senior and Graduate Colleges primarily. Mr. Randolph.

3. **Educational Sociology.** A course giving (1) a background of information concerning origins and interrelations of modern social problems; and making (2) a definite attempt to show the relationships to these of agencies of education and control. Four hours. Every term. Required. Junior College. Mr. Randolph.

HISTORY AND POLITICAL SCIENCE

EDWIN B. SMITH, A.M.

MARK A. SWEANY, A.M., Summer, 1917.

Courses Primarily Junior College

9. **National Government.** Party organization and party government; the relations between the government and the people; the new conception of the presidency; the growing powers of Congress; the Federal Judiciary; constitutional protection of business; the police power of the national government; civil service; corrupt practices act; recent legislation; the government serving the people.

13. **Methods in History and Civics.** The development of history instruction in schools; history and civics as taught in schools today; methods of study, presentation, and material, considered in connection with present conditions.

2. **History of the United States.** The development of the nation; organization of the national government; the Federalist party; Democratic opposition; Jefferson's policies; difficulties of neutrality; War

of 1812; reorganization after the war; westward expansion; the Monroe Doctrine; Jacksonian democracy; sectional strife; the issue of slavery; Texas and the Mexican war; the Republican party; secession of the southern states.

Courses Primarily Senior College

5. **European History.** With the history of France as the main interest, the development of modern Europe will be studied. A survey of the condition of the people previous to the Revolution; the French Revolution; the era of Napoleon; the restoration; the reign of Louis Napoleon; the second republic and the second empire; Napoleon III and the Franco-Prussian war; the third republic; the diplomatic background of the present war.

10. **Industrial History of the United States.** Industrial conditions of Europe affecting the early history of the United States; industrial England in the colonizing period; American colonial industry; the Industrial Revolution; slavery and the westward movement; the development of agriculture, manufacture, and other industries; the growth of business and labor combinations; the relation of government to business and labor; other recent movements.

16. **Spanish-American History.** This course will deal largely with South America, including Mexico, Central America and the West Indies. The period of discovery; the work of the Spanish conquerors; government and social conditions under the colonial regime; decline of Spanish power; revolution and independence; the republics; social, industrial, commercial and political conditions; the relations of the United States with Latin Americans; applications of the Monroe Doctrine; the Mexican problem; the Panama Canal and the purchase of the Danish West Indies.

Graduate College

15. **Research in History.** Students doing graduate work in history and political science may register in this course. By conference desired work will be arranged.

LATIN AND MYTHOLOGY

JAMES HARVEY HAYS, A.M.

H. M. BARRETT, A.M., Summer, 1917.

The instruction in Latin will always be given from the viewpoint of the teacher, but will aim to prepare students or further equip them in this subject.

The work offered in Mythology covers the classical myths and their relation to literature both Roman and English.

Courses for Either Junior or Senior College

Latin 1. Beginners' Course. Lessons from the first year book covering the Roman pronunciation, declensions, conjugations, with exercises in translation.

Latin 2. Intermediate or Advanced. This course is adapted to all students who have had two or more years of the subject. Readings will be given from authors adapted to the class.

Mythology 7. Studies of the Greek and Roman divinities and their relation to each other and their functions in the world. An acquaintance with distinctive myths of these several divinities. References to classical and modern authors, particularly mythical allusions in English litera-

LITERATURE AND ENGLISH

ALLEN CROSS, A.B., Ph.M.
ADDISON LEROY PHILLIPS, A.B.
RAE E. BLANCHARD, A.B.
LUCY NEELEY McLANE, A.B.

Beside the five sections of the required English course (English 1) the department offers to the 1917 Summer students a course in the functional method of teaching English grammar, a course in the materials and methods used in the composition work (oral and written) and the literature of the upper grades, a course in a selected group of plays suitable for high school classes, and three literary courses.

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. 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 construction and 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.

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.

Composition. Six written themes and several exercises in extended oral composition are required. The weekly themes are 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 passed unless they come to understand the essentials of English grammar, and acquire the ability to write and speak clear, straightforward English correctly. Spelling, punctuation and paragraph structure get especial attention in the composition work.

Mr. Phillips, Miss Blanchard and Miss McLane.

1a. **The Functional Teaching of English Grammar.** Outlines of the functional method of teaching grammar. This will involve going over the details of English grammar. The course may be taken by mature Junior College students. By doing additional theme writing such students may substitute the course for the required English 1. Senior College and Graduate students are not required to write themes, but they will be asked to do an assigned piece of original investigation into the speech habits of children.

Mr. Cross

5. **Literature and Composition for the Upper Grades.** Literary material and methods of teaching these in the upper grades, with some attention to the appropriate material and the principles of work in composition.

Mr. Phillips.

7. **The Epic.** This course consists of a study of the two great Greek epics, *The Iliad* and *The Odyssey*. Outlines of study covering other national epics. The purpose of the course is to furnish teachers in the elementary schools with the foundation materials for story telling and literature studies embracing the hero tales from Greek literature.

Mr. Cross.

19. **Selected Plays of Shakespeare.** A literary study of such plays of Shakespeare as are appropriate for high school use, with a proper amount of attention to the method of teaching Shakespeare in high schools. The plays will probably be, *Julius Caesar*, *Macbeth*, *Hamlet*, *As You Like It*, *Twelfth Night*, *1 Henry IV*, and possibly some others.

Mr. Phillips.

16a. **The Recent Novel.** The reading of ten typical novels of the past five years for the purpose of observing the trend of serious fiction and to study the social, educational, and life problems with which the novelists are dealing. Students will find it difficult to read more than three novels in the six weeks of the term. The brevity of the time and the press of other work will prevent the reading of the whole list of ten. Some of the novels may be read before coming to Greeley. Others may be completed after the close of the term. The novels will be selected from a list of about seventy. Those who wish to do a part of the reading before coming to Greeley may select from the following:

Canfield-Fisher, Dorothy, "The Bent Twig."

Wells, H. G., "Mr. Britling Sees It Through."

George, W. L., "The Second Blooming."

Galsworthy, John, "The Freeland."

Deland, Margaret, "The Rising Tide."

Bennett, Arnold, "The Old Wives' Tale."

Hughes, Rupert, "The Thirteenth Commandment."

Tarkington, Booth, "The Turmoil."

Sedgwick, Anne, "The Encounter."

Maxwell, W. B., "In Cotton Wool."

Conrad, Joseph, "Victory."

Wells, H. G. "The Research Magnificent."

Mr. Cross.

17. **The Short Story.** A study of fifty typical modern short stories to observe the technical methods of modern story writers and the themes they have embodied in the magazine fiction of the present. The course is based upon Mr. Cross's book, "The Short Story," supplemented by O'Brien's "The Best Short Stories of 1915 and 1916," and other recent volumes on the Short Story. Current magazine stories are also used.

Mr. Cross.

READING AND INTERPRETATION

FRANCES TOBEY, A. B., Director.

EMMA CHARLOTTE DUMKE, A.B.

The courses in reading take cognizance of the cultural as well as the practical value that reading, as an art, offers.

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

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

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

d. Mastery of methods of teaching.

Courses Primarily Junior College

1. **The Evolution of Expression.** A systematic, directed endeavor to reflect, for the inspiration of the group, the spirit and dominant truth of varied literary units. Emphasis upon personal power, manifested in presence and address, in spontaneity, life, vigor, purpose, directness, poise. Analysis of simple literary units. Miss Dumke.

2. **Reading in the Grades.** The careful organization and presentation of content in a reading class. Problems offered by the average reading class in the grades. Miss Tobey.

6. **Dramatic Interpretation.** A study of the sources of dramatic effect. The analysis and presentation upon the campus of a play (probably "The Taming of the Shrew"). Miss Tobey.

11 and 12. **Public Speaking.** Oral composition, with emphasis upon method for the grades and high school. Study of models of oratory. Practice in oratorical discourse. Miss Tobey and Miss Dumke.

Courses Primarily Senior College

15. **The Festival.** Research and original work in the organization of significant festival programs. History, sociology, symbolism, the various arts. Voice culture two days. Miss Tobey and Miss Dumke.

Courses Primarily Graduate College.

16. **The Greek Drama.** Literary and dramatic standards applied to Greek drama. The classical drama and world view (philosophic, social, religious, ethical attitudes). The intensive study of a group of Greek tragedies. By conference. Miss Tobey.

MODERN FOREIGN LANGUAGES

French, German, and Spanish

EDWIN STANTON DU PONCET, A.B., Ph.D.

EMMA C. DUMKE, A.B.

JAMES R. MORGAN, A.B., Summer, 1917.

Courses for Either Junior or Senior College

1. **Beginning French.** Thieme and Effinger's French Grammar and easy texts. Mr. Du Poncet.

1. **Beginning German.** Manfred's Ein Pragtisher Anfang and easy texts. Miss Dumke.

15. **The Recent German Drama.** Fulda, Sudermann and Hauptmann. Mr. Du Poncet.

1. **Beginning Spanish.** The Berlitz Method and easy texts. Mr. Du Poncet.

- 1a. **Commercial Spanish.** Practical Spanish. For those who want a working knowledge of the language for commercial purposes. Miss Dumke.

1. **Beginning Spanish.** A practical introduction to the Spanish language, Grammar and easy texts. Mr. Morgan.

6. **Intermediate Spanish.** Second or third year's Spanish. Reading of graded texts. For high school teachers of Spanish. Mr. Morgan.

15. **The Modern Spanish Drama.** -Selected works of Echegaray will be studied and interpreted. Mr. Du Poncet or Mr. Morgan.

The direct method is used exclusively in all classes.

An advanced course in French will be offered if such a course is desired. This course will be devoted to modern French fiction, with lectures on the origin of fiction, etc. This course can be secured only by advanced enrollment.

A course in second year French will also be offered. This course will be devoted to short plays and short stories of recent French writers. This course can only be offered by advanced enrollment. To secure either of the above courses, at least seven students must enroll before the opening of the session. The various clubs in the modern languages will hold one meeting each only during the summer term.

Tables will be provided at two or three different boarding houses, where French, German, Spanish or Italian will be spoken during meals.

No extra charge will be made, but enrollment for same must be done before the opening of session.

Those desiring this feature must send in their names to the head of the department at least one week before the beginning of the Summer Term.

LIBRARY SCIENCE

ALBERT F. CARTER, A.B., M.S.

3. **Classification and Cataloging.** Books, pamphlets, pictures and the varied items that may be obtained for the public school library. Decimal system of classification. Dictionary catalog. Alfabeting, Library of Congress cards. Shelf lists Arrangement of books on shelves. Five hours.

MUSIC

JOHN CLARK KENDEL, A.B., Director.

LILA M. ROSE, Sight Reading, Harmony.

NELLIE B. LAYTON, Pd.M., Piano.

JOSEPHINE KNOWLES KENDEL, Voice.

LUCY B. DELBRIDGE, Pd.M., Violin.

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, 4.

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

Courses which are cultural in their nature and meant for the general or special student: Music 10.

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 scheduled rates.

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.

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 efficiently.

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. Prerequisite for this class Music 1 or its equivalent.

4. **Rural School Music.** (Open to Senior College.) This course consists of methods and material adapted to the conditions of the rural school building where a number of children from the various grades are assembled. Three hours.

5. **A Supervisor's Course in Music.** Second year or Senior College. The material used in the grades and high school is taken up, and studied from a supervisor's standpoint. Actual practice in conducting works of a standard nature will be offered those interested in this course. Open to those majoring in the department.

8a. **Harmony. Beginning Harmony.** The work consists of written exercises on basses (both figured and unfigured) and the harmonization of given melodies. Work completed thru the harmonization of dominant discords.

8c. **Harmony.** A continuation of course 8b. The course presupposes a knowledge of work done in courses 8 a and b. Circle of chords completed, modulation, etc.

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. The lives and compositions of the composers from Beethoven to Wagner are studied.

PHYSICAL EDUCATION

SAMUEL E. ABBOTT, M.D.

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

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

Required Work.

All students are required to take at least one course in Physical Education during four terms in order to graduate from any department except in cases of students who are in residence less than four terms, in which cases they will be held for one course each term in residence. Credit or non-credit courses will meet this requirement. Courses 2 and 16 are for major students and will not fulfill this general requirement.

Required Gymnasium Suit

Those entering physical training classes are required to wear an approved gymnasium suit. For women this consists of a bloomer suit with suitable shoes. Those taking any of the dancing courses should have ballet slippers and an accordion pleated or circular skirt.

1. **Physiology and Hygiene of Exercise.** A study of the normal tissues and organs of the body and their functions. A course for students majoring in Physical Education, but open to all, both men and women. Junior and Senior College. Five periods.

3. **Light Gymnastics.** Class organization and conduct, free arm, dumbbell, wand, Indian club drills, and marching. Credit or non-credit. For non-credit regular attendance and progress in class; for credit at least one outside hour of preparation per day. Junior College. Five periods.

Dr. Abbott.

5. **Plays and Games.** Group and team games suitable for the school yard playground. Five periods.

Dr. Abbott.

6. **Singing Games and Elementary Folk Dancing.** A course for those desiring play material for the lower grades. Junior College. Five periods.

Miss Keyes.

7. **Folk Dancing.** Folk and national dances selected and arranged to meet the needs of schools and playgrounds. Junior and Senior College. Five periods.

Miss Keyes.

8. **Esthetic Dancing.** Technique of the dance. Plastic exercises; the development of bodily co-ordination and rhythmical responsiveness. Junior and Senior Colleges. Five periods.

Miss Keyes.

9. **Classical Dancing.** Advanced technique classical dances. Prerequisite, Course 8. Junior or Senior College. Five periods.

10. **Interpretative Dancing.** The expression of thought and feeling thru rhythmical movements. Musical analysis and the composition of original dances. Junior or Senior College. Five periods.

16. **Anthropometry and Physical Examination.** Practice in making the usual measurements; signs and symptoms of physical defects; discussion of principles as related to physical training. Course for men and

women. Seaver's Anthropometry required as a text. Five periods. Junior and Senior Colleges. Dr. Abbott.

22. **Athletics for Men.** Team and group athletics. Games for boys and young men. Course is planned with needs of school principals and teachers in mind. Junior and Senior Colleges. Mr. Long.

23. **Recreation Course.** A recreational non-credit course for men and women in which numerous group and team games will be practiced. Opportunity will be given a limited number to play tennis and golf. Those desiring to play tennis or golf should arrange with the director at the beginning of the term. Dr. Abbott.

1. **Personal Hygiene.** The course will cover the fundamental facts relating to personal health and efficiency. Foods and feeding habits, clothing, housing and ventilation, baths and bathing, muscular activity, work, rest, and recreation, avoidance of communicable diseases as a health problem, etc., will form the subject-matter of the course. Lectures, recitations, reference assignments and reports.

Mrs. Gilpin-Brown.

PRACTICAL ARTS

SAMUEL MILO HADDEN, A.M., Dean

The Practical Arts Group comprises Woodwork, Metal Work, Book-binding, Printing, Drafting, Fine Art, Accounting, Commercial Arts, Domestic Science, Household Arts, and Agriculture. This group occupies the entire three floors of the Guggenheim building, the first floor of the Training School, the Library basement, and the greater part of the basement floor of the Administration building. There has also just been completed a cottage which is for the exclusive use of the home economics department.

Courses are varied in nature in every special department. These are arranged along both the lines of theory and practice, neither of which is sacrificed for the good of the other. Methods in teaching the subjects in the public school are emphasized, and when a person has done his major work in his chosen division, he is fitted to do the work, with an added advantage that he is also practically trained to teach it in the schools.

INDUSTRIAL ART

SAMUEL MILO HADDEN, A.M.

JOHN T. MCCUNIFF, A.B.

CHARLES M. FOULK, Pd.B.

Courses Primarily Junior College

5. **Methods in Practical Arts Subjects.** Required of all first-year students, and also of those in later classes who have not had its equivalent, who are majoring in the practical arts group, including manual training, art, home economics, printing, bookbinding, stenography, and elementary agriculture. The course deals with the fundamentals of teaching practical arts subjects, which includes a study of materials and processes. Correlation, e. g., inter-relation between included subjects, geography, arithmetic, and other appliances for the illumination of subjects; the introduction of practical arts subjects in the public schools, with equipment, supplies, etc. Observation of teaching in the training school classes is part of this course. Four hours. Every term.

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 woodworking 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. Five hours. Every term.

2. **Intermediate Woodwork.** This course is designed for those who wish to become proficient in the use of woodworking tools. It includes constructive design, the principles of cabinet-making and furniture construction, and wood finishing. The different important constructive joints are discussed and applied wherever possible in the cabinet work done in class. Five hours. Fall and Winter Terms. Prerequisite: Manual Training 1, or equivalent.

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, speeds necessary for turning different diameters. Winter Term. Five hours.

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

Courses Primarily Senior College

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. This 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. Five hours. Spring Term.

16. **Historic Furniture.** Lectures illustrated by pictures showing the development of and characteristics fundamental in the Netherlands, England, and early American period. One hour.

23. **Constructive Detail Drawing.** The purpose of this course is to prepare the student to draw in detail the different parts of a building or articles to be constructed of wood, stone, iron, brick, or other materials. The subject of proportion, dimension, and strength and the method of preparing and assembling will be dealt with in connection with the making of the detail drawing. The terminology in connection with this course will be given full consideration. Five hours.

13. **Advanced Architectural Drawing.** This course is a continuation of Course 12, and deals with the drawing of plans for cement, brick, and stone structures, culminating in a complete set of plans and specifications for a residence or a public building of moderate cost. Prerequisite: Courses 10 and 12. Five hours.

Special Graduate Courses and Seminar will be arranged upon application. Arrange with Dean of Practical Arts Division.

Printing

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 odd jobs, locking up forms, making a job ready for press, and operating presses. Five hours. Every term.

2. **Intermediate Printing.** This course is a continuation of the elementary printing and is designed to make the student more proficient in the lines already mentioned; also rule work, and designing programs, window cards, etc., underlaying and overlaying on the press, making ready half tones, two- and three-color work, proof reading, and operating in Monotype keyboard. Five hours. Fall and Winter Terms.

Bookbinding

1. **Elementary Bookbinding.** This course includes the following: Tools, machines, materials, and their uses, collating and preparing the sheets for sewing, sewing on tape and cord, preparing of end sheets, trimming, gluing, rounding, backing, headbanding and lining of backs.

Cover materials, planning and making of covers, finishing and lettering of titles, and labeling; all the steps necessary for the binding of full cloth-bound books. Five hours. Every Term.

2. **Intermediate Bookbinding.** This course includes the binding of books in half morocco and full leather, including such processes as: Tooling in gold and blank, edge gilding and marbling, and the making and finishing of cardboard boxes and leather cases. Five hours. Winter and Spring Terms.

FINE AND APPLIED ARTS

WALTER I. ISAACS, B.S.

AGNES HOLMES, Pd.M.

Courses Primarily Junior College

1. **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 in their teaching. The course includes the following subjects: (a) Freehand drawing of objects in accented outline; linear perspective; nature drawing; lectures on methods of teaching are given. Two hours.

(b) The study of elementary design principles. Exercises involving line, space, and color. Simple problems in construction. Three hours.

2. **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. Five hours.

5. **Water Color Painting.** Groups of still life objects and flowers are rendered in water color. The student is allowed freedom of technic, but a close study of color values is insisted upon. Prerequisite: Course 3. Five hours.

8. **Pottery.** Handbuilt vases, bowls, decorative tiles, etc., are made. The department is equipped with a modern kiln, and the work of students is fired and glazed. A variety of glazes with different colors is used. Embossed, incised, and inlaid decorations. Five hours.

19. **Household Art Design.** Theory and practice of design in relation to house decoration, costume, etc. Five hours.

Courses Primarily Senior College

15. **Methods in Art Supervision.** The supervision of art education in city systems; the planning of a course of study; methods of teaching. Three hours.

Requirements for a Major in Fine and Applied Arts.

In the Junior College, courses 1, 2, 3, 4, 5, 6, 9, 10, 11 and 19 are required for major work.

Requirements for a Major in Fine and Applied Arts

In the Senior College, Courses 12, 13, 14, and 15, are required for major work. Other courses may be substituted for Course 14, with the consent of the Director of the department.

HOME ECONOMICS

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

FLORENCE REDIFER, A.B.

GLADYS SCHARFENSTEIN, Ph.B.

HELEN PAYNE, B. S.

The Junior College Courses in Home Economics are planned primarily to meet the needs of those wishing to teach these subjects in the elementary schools, and at the same time they give opportunity to elect considerable work along other lines. However, by confining electives to this department, to the sciences and to art, students may be able to fit themselves for high school teaching. While high school Home Economics teachers may be trained to do good work in a two-years' course, it is advisable to take the full four-year course if students wish to secure and hold with credit high school positions.

Opportunity is given in the Senior College to major in either Household Science or Household Art, with freedom to elect in either phase of the work.

Even tho a student may wish to take equal amounts of both Household Science and Household Art, it is advisable to choose one side of the work as a major and elect from the other side.

Uniforms

All students when in the Household Science laboratory are required to wear white tailored waists and skirts, no color. Directions for aprons will be given at the first class period.

HOUSEHOLD SCIENCE

Courses Primarily Junior College

1. **Elementary Cooking.** A study of the following articles of food is made from the standpoint of composition, nutritive value, digestibility, growth or manufacture, marketing, adulteration, and methods of preparation: Fruits, vegetables, cereals, eggs, milk, meats, fish, and beverages. Special emphasis is laid upon the principles underlying the processes of cooking. Five hours.

3. **Fancy Cooking and Serving.** Meals are planned, prepared and served at a given cost. Due consideration is given to diet suited to individual needs, varying with age, health, and activity. Proper balancing of the menu is studied and carried out in the practical work. Five hours. Prerequisite: D. S. 1 and 2. Miss Redifer.

15. **Demonstrations.** Each girl will be given an opportunity to demonstrate some process of cooking before the entire class. Elective. Prerequisite: D. S. 1 and 2, or 1 and 3.

3. **Methods of Teaching Household Science.** A study of the problem of teaching domestic science in the elementary and high schools. It includes the arrangement of courses of study for different schools, and methods of presenting the subject-matter, planning of equipment, and laboratory management. Text books reviewed and lesson plans discussed. Prerequisite: D. S. 1 and 2, or 1 and 3.

Courses Primarily Senior College

18. **Household Management.** This course consists of one month's practice in the Domestic Science Cottage. Each girl has practice in the management of all household tasks, in cooking the three meals per day for one week, as laundress, and in the care and cleaning of the house. Miss Scharfenstein.

HOUSEHOLD ART

Courses Primarily Junior College

1. **Household Art Crafts.** A study of the construction and decoration of articles for the home and for personal use, hand work as a basis, stressing accuracy of construction and application of good designs. Required of D. S. and H. A. majors without previous training in hand work. Miss Scharfenstein.

3. **Household Arts Crafts II.** Application of color to articles for the home, paying special attention to comparative costs and attractive combinations thru the medium of woven materials. Elective for D. S. and H. A. majors or required as a substitute for Household Arts 1. Five hours. Miss Scharfenstein.

7. **House Decoration Representation.** The application of principles of design to the decoration of the home, stressing the use of color in relation to space. Water color sketches used throughout the course. Elective for domestic science and household art majors. Five hours. Miss Scharfenstein.

6. **Elementary Textiles.** Identification of textile materials from consumer's viewpoint by work with structure, color, width, price, etc. Microscopical, chemical and shopping study. Required household art majors. Five hours. Miss Kissick.

5. **Millinery.** Study of basic design principles applied to the hat and silhouette with practical shop methods of remodeling and constructing from new materials. Required household art majors. Five hours.

Miss Kissick.

8. **Methods of Teaching Household Art and Household Science.** A study of the problem of teaching household science and household art in elementary and high schools. It includes the arrangement of courses of study for different type schools; methods of presenting subject-matter; planning of equipment, and laboratory management. Text books reviewed and lesson plans discussed. Five hours.

Courses Primarily Senior College

9. **House Decoration.** An appreciation course in decorative elements with reference to practical problems in application. Illustrative work in Model Cottage. Five hours.

Miss Kissick.

Courses Primarily Graduate College.

15. **Drafting.** A study of drafting systems used in schools and colleges with aim of developing freedom in use and modeling patterns. Five hours.

COMMERCIAL ARTS

JEHU BENTON WHITE, B.S.

FRANK W. SHULTIS, A.M.

Students who have done commercial work elsewhere, for which they have received entrance or advanced credit at this institution, will be given advanced work and will be allowed to select work from both branches of the department.

Courses Primarily Junior College

1. Beginning principles of Gregg Shorthand together with supplementary exercises. Five hours.

11. **Elementary Typewriting.** Beginning work in touch typewriting, covering position at the machine, memorizing of keyboard, proper touch, and correct fingering, with instruction in the care of the machine. Five hours.

12. **Business Correspondence.** Study of approved forms of business letters, proper spacing and placing, filling in form and circular letters, addressing envelopes, manifolding, tabulating. Five hours.

40. **Business English.** The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clearness, punctuation.

25. **Commercial Arithmetic.** A rapid review will be given. This will processes and of common and decimal fractions will be given. This will

be followed by a comprehensive treatment of percentage and its applications. Only modern methods will be used. Special attention will be given to improvement of accuracy and speed.

26. **Business Penmanship.** This will be open to all who want to improve their penmanship or their methods of teaching it.

21. **Elementary Accounting.** Fundamental principles of double-entry bookkeeping.

22. **Intermediate Accounting.** Wholesale set.

Courses Primarily Senior College

7. **Methods in Commercial Work.** The commercial field; equipment; the course of study; special methods; equipment of teacher; relation of business school to the community. Five hours.

13. **Advanced Typewriting.** Speed practice, direct dictation, preparing all kinds of legal documents. Five hours.

23. **Advanced Accounting.** Corporation set.

AGRICULTURE

HORACE J. KRAFT, A.M.

1. **Cereal Crops.** The essentials of cereal crop production, adaptation, cultural methods, varieties, exercises in comparative judging of wheat, oats, rye and barley, speltz and emmer will also be studied. Best practice as to system of cropping and crop rotation will be noted. Five hours. Text: *Small Grains*—Carleton.

2. **Forage Crops.** A study of the forage crops, their cultural requirements, adaptability to different regions, feeding value and uses, soiling and silage crops, exercises in identification, both on plants and seeds. Five hours. Text: *Forage Plants and their Culture*.—Piper.

3. **Farm Animals.** A study of the market types of horses, beef cattle, hogs and sheep, Judging and scoring of animals. Inspection trips in the immediate vicinity of the college are made as time permits. Five hours. Text: *Types and Market Classes*.—Vaughan.

4. **Poultry.** The economic importance of poultry, buildings, feeding of poultry, egg production, grading and marketing of poultry products. Types and breeds. Scoring. Five hours. Text: *Principles and Practice of Poultry Culture*.—Robinson.

5. **Dairying.** A study of the types and breeds of dairy cattle. The dairy industry. The production of market milk. Silos and silage. Testing milk for butter fat. The building up and improvement of the herd. Judging. Five hours. Text: *Dairy Cattle and Milk Production*.—Eskles.

INDEX

A	Page	E	Page
Admission	2-14	Economics	42
Advanced Standing	2-20	Education, Elementary	32
Agriculture	59	Education, Secondary	34
Algebra	41	English	45
Altitude	11	Esthetic Dancing	51
Announcements	2	Equipment	9
Arithmetic	41	Excursions	8
Art	55	Expenses	13
Attendance	6		
Attractive Features	7	F	
		Faculty	3
B		Fees	13
Buildings	9-10	Fine and Applied Arts	55
Biology	38	Folk Dancing	51
Bionomics	38	Foreign Languages	48
Biotics	38	French	48
Bird Study	38		
Board of Trustees	6	G	
Bookbinding	54	General Lectures	14
Botany	38	General Science	39
Business Accounting	58	Geography	40
		Geology	40
C		Geometry	41
Calendar	2	German	48
Camp Fire Girls.....	12	Graduate College	22
Campus	11	Graduation	19-21
Chemistry	40	Grammar	45
Child Study	37	Greeley	11
Civics	43	Greenhouse	13
Climate	8	Gymnastics	50
Climatology	40		
Commercial Art	58	H	
Community Co-operation Plan.....	12	History	43
Cooking	56	History of the College.....	11
Conservatory	13	Home Economics	56
County Schools	30		
		I	
D		Industrial Arts	53
Dancing	51		
Diplomas and Degrees.....	19-21	J	
Domestic Science	56	Junior College	18
Dramatics	47		

K	Page	R	Page
Kindergarten	32	Railroad Rates	1-2
L		Reading	47
Latin	44	Required Work	19
Lectures, General	14	Residence, Minimum Terms of...20	
Library Science	49	Rural Schools	30
Literary Interpretation	47	S	
Literature and English.....45		School Garden	13
Location of the College..... 9		School Reviews	36
M		Scope of the Work.....10	
Major Work	19	Senior College	20
Manual Training	53	Shorthand	58
Mathematics	41	Sociology	42
Millinery	58	Spanish	48
Modern Languages	48	T	
Music	49	Textiles	57
N		Thesis	29
Non-Resident Faculty..... 6		Training Department	32
O		Trigonometry	41
Organization of the College....18		Trustees, Board of..... 6	
Ornithology	38	Typewriting	58
P		V	
Painting	55	Vocational Education	53
Physical Geography	40	W	
Physical Science	39	Woodwork	53
Physical Training	50	Z	
Physics	40	Zoology	38
Playground Games	43		
Practical Arts	52		
Printing	54		
Program of Lectures.....14			
Psychology	37		

