

# Colorado State Teachers College Bulletin

Series XVII

FEBRUARY, 1918

Number 11

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## THE SUMMER QUARTER 1918



The Quarter—June 17 to August 23  
First Half Quarter—June 17 to July 19  
Second Half Quarter—July 22 to August 23

READ THE BACK COVER OF THIS BULLETIN

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# **Important Announcements**

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## **Advanced Standing**

Those who expect to attend the Summer quarter 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 quarter. 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 Director E. A. Hotchkiss or Dr. John R. Bell, Principal of the Industrial High School, before the opening of the quarter.

## **Reduced Railroad Rates**

A rate of 80% of the regular double fare within Colorado has been granted by the Santa Fe, Burlington, Rock Island, Colorado and Southern, Colorado Midland, the Rio Grande, the Missouri Pacific, the Union Pacific, and the C. C. & C. S. Dates of sale, June 14, 15 and 17. Final return limit, August 25. Other roads will doubtless grant the same rate.

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SUMMER QUARTER  
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*Published by the Board of Trustees*  
GREELEY, COLORADO  
April 15, 1918

## The Faculty

### Summer Quarter, 1918

- 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.  
 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.  
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 Secondary Education.  
 RALPH T. BISHOP, Instructor of Printing.  
 RAE E. BLANCHARD, A.B., High School. Instructor in Literature and English.  
 CHARLES JOSEPH BLOUT, A.B., A.M., Assistant Professor of Chemistry.  
 H. W. BURNARD, Flute, Oboe.  
 ALBERT FRANK CARTER, A.B., M.S., Librarian. Professor of Library Science.  
 ELIZABETH CLASBEY, Instructor in Household Science.  
 MARY E. COCHRAN, A.B., Assistant Librarian.  
 JEAN CROSBY, A.B., High School Preceptress. History.  
 ALLEN CROSS, A.B., A.M., Professor of Literature and English.  
 GRACE CUSHMAN, Pd.B., Assistant Librarian, Instructor in Library Science.  
 LUCY B. DELBRIDGE, Violin.  
 HULDA A. DILLING, B.E., Training Teacher Fourth Grade.  
 EMMA C. DUMKE, A.B., Reading, High School.  
 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, Seventh Grade.  
 CHARLES M. FOULK, Pd.B., Professor of Manual Training.  
 HELEN GILPIN-BROWN, A.B., Dean of Women.  
 RALPH GLAZE, B.S., Director of Physical Education.  
 SAMUEL MILO HADDEN, Pd.B., A.B., A.M., Dean of Practical Arts. Professor of  
 Industrial Education.  
 CHARLOTTE HANNO, Pd.M., Modern Foreign Languages, High School.  
 JOSEPHINE HAWES, A.B., Instructor in English.  
 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 Educational Psychology.  
 EMMA T. HEMLEPP, B.S., Training Teacher, Eighth Grade.  
 LUCILLE G. HILDEBRAND, A.B., B.E., Latin and Mathematics, High School.  
 AGNES HOLMES, Pd.M., Assistant in Industrial Arts.  
 ELMER A. HOTCHKISS, B.S., M.A., Director of Training School.  
 WALTER F. ISAACS, B.S., Professor of Fine and Applied Arts.  
 JOHN C. JOHNSON, A.B., M.S., Professor of Biology.  
 MILDRED DEERING JULIAN, B.S., Training Teacher, Kindergarten.

- JOHN CLARK KENDEL, A.B., Director of the Conservatory of Music; Professor of Public School Music.
- ELIZABETH HAYS KENDEL, Pd.B., Pd.M., A.B., Training Teacher, Sixth Grade.
- JOSEPHINE KNOWLES KENDEL, Voice.
- MARGARET JOY KEYES, A.B., Assistant in Physical Education and Dramatic Interpretation.
- MERLE KISSICK, A.B., Ph.B., Professor of Household Arts.
- J. HORACE KRAFT, A.B., B.S., Director and Professor of Agriculture.
- NELLIE BLDEN LAYTON, Pd.M., A.B., Assistant in Music, Piano.
- THOMAS C. MCCrackEN, A.B., A.M., Dean of the Graduate College. Professor of the Science and Art of Education.
- LUCY McLANE, A.B., 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 of Home Economics.
- ADDISON LEROY PHILLIPS, A.M., Professor of English.
- EDGAR DUNNINGTON RANDOLPH, A.B., A.M., Professor of Sociology.
- FLORENCE REDIFER, A.B., Assistant Professor of Household Science.
- FRIEDA B. ROHR, Pd.M., A.B., Training Teacher, Fifth Grade.
- LILA M. ROSE, Instructor in Music. Public School Methods.
- O. W. SCHAEFFER, Bookbinding.
- GLADYS IRENE SCHARFENSTEIN, Ph.B., Assistant Professor of Household Science and Arts.
- JOSEPH HENRY SHRIBER, A.B., Director of County School Administration.
- FRANK W. SHULTIS, A.B., A.M., Assistant Professor of Mathematics; Business Education.
- BELLA BRUCE SIBLEY, Pd.B., Pd.M., A.B., A.M., Training Teacher, Second Grade.
- EDWIN B. SMITH, B.S., A.M., Professor of History and Political Science.
- MARGARET STATLER, A.B., Training Teacher, Third Grade; Instructor in Story Telling.
- EDITH STEPHENS, A.B., Assistant Librarian.
- FRANCES TOBEY, B.S., A.R., Dean of the Junior College. Professor of Oral English.
- CLARA HARRISON TOWN, B.S., Ph.D., Professor of Educational Psychology.
- JENNIE TRESSEL, Assistant in Rural Education.
- EDNA F. WELSH, Pd.B., Commercial Education, High School.
- JEHU BENTON WHITE, B.S., Professor of Commercial Education.
- GRACE WILSON, Pd.B., A.B., Assistant to the Dean of Women.
- FRANK LEE WRIGHT, A.B., A.M., Professor of Education.
- M. EVA WRIGHT, Piano and Pipe Organ.

#### SPECIAL FACULTY, SUMMER 1918

- O. T. CORSON, A.M., LL.D., Editor Ohio Educational Monthly.
- EDWARD HOWARD GRIGGS, A.B., A.M., L.H.D., Lecturer on Philosophy and Literature, New York City.
- WM. B. GUTHRIE, Ph.D., Lecturer on Political Science, The College of the City of New York.
- G. STANLEY HALL, Ph.D., LL.D., President of Clark University.

M. V. O'SHEA, B.L., Professor of Education, University of Wisconsin.  
 JAS. E. RUSSELL, Ph.D., LL.D., Dean Teachers College, Columbia University.  
 S. C. SCHMUCKER, Ph.D., State Normal School, West Chester, Pa.  
 H. W. SHRYOCK, Ph.B., President Southern Illinois Normal University, Carbondale, Illinois.  
 H. B. WILSON, Superintendent of Schools, Topeka, Kansas.  
 WILLIAM A. WIRT, Ph.B., Originator of the Gary System; Superintendent of Schools, Gary, Indiana.

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G. E. BROWN, Superintendent of Schools, Greeley, Colorado.  
 W. A. FRANKS, Superintendent of Schools, Fort Morgan, Colorado.  
 E. H. HOMBERGER, Superintendent of Schools, Delta, Colorado.  
 IRA W. KIBBY, Principal Junior High School, Pomona, California.  
 H. G. NELSON, Superintendent of Schools, Brush, Colorado.  
 J. A. SEXSON, Superintendent of Schools, Sterling, Colorado.  
 CLARENCE STRATTON, Ph.D., Department of English, Central High School, St. Louis, Mo.  
 MARK J. SWEANY, Department of History, Colorado Springs High School.  
 D. E. WIEDMANN, Superintendent of Schools, Montrose, Colorado.

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J. P. CULBERTSON, Secretary to the President.  
 GEORGE P. WILLIAMS, Bookkeeper.  
 A. W. YAICH, Record Clerk.  
 RALPH S. BAIRD, Stenographer.  
 FRANCIS ERICSON, Stenographer.  
 FLORENCE WILLIAMS, Stenographer.

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## The Summer Quarter, 1918

Colorado State Teachers College this year makes an important change in its summer school plans, by which the former six weeks' session has been lengthened to two half quarters of five weeks each, to be known as the Summer Quarter. This change will give teachers an opportunity to spend the entire summer vacation in college work if they so desire, and thus accomplish materially more than under the former arrangement.

Students who wish to spend less than the full ten weeks in school may, of course, enroll for either the first or the second half of the summer quarter, instead of both.

By sheer force of merit, Colorado Teachers College Summer School has grown within a few years until it is now one of the very strongest Summer Schools in the entire West, with an enrollment last year of almost 1,200 students, under the instruction of a well-balanced faculty of 75.

For the summer of 1918 the Special Faculty has been greatly strengthened. The completion of the temporary gymnasium and auditorium, with a seating capacity of 1,400, will make the lectures much more enjoyable, and the students more comfortable.

Teachers College recognizes the Summer Quarter, supplemented by the Individual and Group Extension Work as its large means of serving the teachers of the state who are in active service.

To make itself as useful as possible in this direction the college is attracting all the working teachers it can reach by means of advanced courses in supervision, tests, sub-normal and super-normal children, and by more advanced courses in all departments than it offers in the regular year.

Regular Courses will also be given during the Summer Quarter in all departments: Education, Psychology, Physical and Biological Science, History, Sociology, English, French, German, Spanish, Latin, Reading and Dramatics, Geography, Arithmetic, Higher Arithmetic, Music, Physical Education, Manual Training, Practical Arts, Domestic Science and Art, Business Courses, Nature Study, Teaching, Supervision, Primary Methods, Special Methods, Fine and Applied Art, Gymnasium, Athletics, Agriculture, Library Methods, Primary Handwork, County Schools, etc.

### THE EXPENSE

Your board, \$3.50 to \$5.00 a week.

Your room, \$6 to \$10 per month.

(Housekeeping rooms, about \$10.)

Your Fees, Full quarter, \$30.00; one-half, \$15.00.

(Non-residents of Colorado, \$5 in addition to 10-weeks' fees.)

#### Approximate Expenses for 10 Weeks

Board. ....	\$35.00 to	\$ 50.00
Room .....	15.00 to	25.00
Fees .....	30.00 to	30.00
	<hr/>	<hr/>
	\$80.00	\$105.00

Five weeks, one-half of above.

Can you put time and money to better use?

Diplomas and Degrees: Graduation from the two-year course gives a Colorado Life Certificate; graduation from the four-year course,

the degree of Bachelor of Arts in Education, and the Life Diploma. The degree of Master of Arts is granted for a year of specialization beyond the A. B. Degree.

### THE DAILY PROGRAM

#### Summer Quarter

7:00 to	7:50—	First Class Period.
8:00 to	8:50—	Second Class Period.
9:00 to	9:50—	Third Class Period.
10:00 to	10:50—	Fourth Class Period.
11:00 to	11:50—	Fifth Class Period.
12:00 to	12:50—	Sixth Class Period.

The afternoon is open for study in the Library and on the Campus and for Physical Education classes and informal recreation.

7:30 to 8:30 P. M. the General Lectures in the new Gymnasium-Auditorium.

### RECREATION

Diversion and Recreation are a legitimate part of a successful summer school. Colorado Teachers College has not neglected these features. Entertainments, musical and dramatic, railway excursions to the mountains, "hikes" on foot, tennis and other outdoor games, story-telling, and low-priced week-end trips to Estes Park (the Rocky Mountain National Park) have been provided, and will make your stay pleasant as well as profitable.

The College this year has made a special arrangement whereby students can leave the college Friday at noon and return Monday morning after having spent two days and a half in the Rocky Mountain National Park in a camp arranged by the College and with competent chaperones and guides, all for ten dollars or less.

### COLORADO CLIMATE

As this bulletin goes to several thousand teachers and students who have never visited Colorado, a few words may fittingly be said here regarding Teachers College and Greeley as to location and climate.

Greeley is one of the most beautiful small cities to be found anywhere. Situated 52 miles north of Denver, within plain view of the Rocky Mountains, in the heart of the richest farming country in the world. Its homes shelter an intelligent population of over 10,000 persons, overwhelmingly American. Its streets are broad and shady, its lawns well-kept; its water supply is piped 38 miles from a mountain canon, and is pure and soft. It is pre-eminently a city of homes, schools and churches.

The altitude, 4,567 feet above sea level, insures clear, dry air, sunny days and cool nights. Seldom does the night temperature go above 70 degrees, even in the hottest part of the summer; 60 or 65 degrees at night is usual. Because of the low percentage of humidity, even the hottest midday is seldom oppressive, and sunstroke is unknown.

One may accomplish a given amount of brainwork here with the minimum of energy and fatigue, while recuperation comes quickly. This statement is true of the entire year. Hence students of Colorado schools make greater relative progress with the same effort than those of any other state in the union.

It will pay you to consider well these advantages when deciding upon a place to attend school, either for the summer quarter or all the year.



**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 traveling 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 Muir of these mountains, the native naturalist, Enos Mills.

**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 possible 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 irrigated 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 Quarter as a holiday outing. The work is serious and effective, the entertainments and excursions being arranged at the end of the school week.

**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 45,000 volumes bearing on the work of Teachers College. There is ample opportunity to work out subjects requiring library research. There is a handicraft department 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, class-rooms, 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-five 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.

**The Gymnasium-Auditorium**—A temporary wooden structure has just been completed to take care during the war period of the needs for a modern gymnasium and auditorium. The money was available and plans drawn for the permanent gymnasium and auditorium, but for patriotic reasons, the conservation of labor, materials, and money, these plans were put aside for the present and a large, airy, light wooden building was constructed at small cost to provide a suitable floor for athletic games and an auditorium for the Summer Quarter lectures.

**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 nat-

ural 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 quarters 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.

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 Aliens, Story Telling Groups, and similar organizations.

**Bible Study—"The Greeley Plan"**—Unusual opportunities for Bible Study are offered to students through a system of co-operation between the churches of Greeley and the Teachers College. Perhaps Colorado Teachers College is more widely known nationally for this plan of Bible Study than for any single thing which it is doing. A number of magazine articles have been written about it, and a book has been published, by the World Book Company, "Bible Study in Schools and Colleges," by Judge Walter A. Wood of the New York Appellate Court, dealing with this plan and its adaptation and extension into more than half the states in the United States. It is a material advantage to a student to get into touch with this work in some one of the churches, Protestant or Catholic, and to know at first hand what is being done here in progressive, modern Bible Study. One who knows this work is distinctly more valuable to the community where she teaches than she would be without it. Bible courses of college grade are maintained in all the larger churches. Under specified conditions, students may receive college credit for the work done in these classes.

**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 organization 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.

**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.

### THE GENERAL LECTURES FOR 1918 (Ed. 27)

The College has provided as the general lectures for the Summer Quarter of 1918 ten men of national or international fame as leaders in matters educational. Each of these men will be in residence for one week and will give five lectures. The time for the lectures has been set at half past seven o'clock in the evening—the hour between the evening meal and the study period. Attendance is required, but no note-books or lecture reviews are asked for. The students keep such notes as they may want to preserve for their own use. The credit for this course of lectures is two hours and is based on attendance alone. The lectures for the summer quarter of 1918, and their respective subjects, are as follows:

#### First Half Quarter

DR. S. C. SCHMUCKER, Professor of Biology in the Westchester, Pennsylvania, Normal School and Lecturer on Nature Study and Science. Dr. Schmucker has been a member of our Summer School faculty for a number of years.

Lectures: Excursions in Evolution.

1. Daisies and Chrysanthemums, or Heredity and Environment.
2. Dreams and Dreamers, or Dipping into the Past.
3. The Lure of the City, or The Entangling Complex.
4. Joy and Fear, or Personality, Plus and Minus.
5. Science and Immortality, or Knowledge and Faith.

DEAN JAS. E. RUSSELL. Dr. Russell is Dean of Teachers College, Columbia University, and a recognized authority on the German system of education. His lectures last summer were intensely interesting to students and general public.

Lectures: The German System of Education.

1. Its Aims and Organization.
2. The People's Schools.
3. The Higher Schools.
4. Universities.
5. American vs. German Ideals.

PRES. H. W. SHRYOCK, President of Southern Illinois Normal University, a well known editor of school readers and writer on educational subjects. He is a powerful and pleasing speaker.

Lectures:

1. Ear Training in Language Work.
2. The Nature and Ministry of Fiction.
3. The Educative Value of Literature.
4. The Obligation the Individual Owes to Society.
5. Some Perils by the Way.

SUPT. H. B. WILSON. Mr. Wilson is Superintendent of Schools in Topeka, Kansas. He is one of the younger superintendents, and has recently attracted public attention thru his writings on pedagogical subjects. He represents the newer movements in public school organization and supervision.

Lectures:

1. The Objectives of Modern Education.
2. The Agencies of Public Education.
3. The Materials of Education, or the Essentials of the Curriculum.
4. The Motivation of School Work
5. The Grounds of the Enriched Curriculum.

DR. G. STANLEY HALL, President of Clark University, Worcester, Massachusetts. Dr. Hall is the leader in this country of the thinkers and writers upon the philosophy of education.

Lectures:

1. The psychology of war; different views as to its cause, nature and effects.
2. The psychology of the soldier from first entering the army to the charge.
3. War shock in its more general and specific nature, and the re-education of the wounded.
4. The effects of the war on education in Germany, England, France and America.
5. The issues involved in the war and the changes most likely to follow it.

### Second Half Quarter

DR. O. T. CORSON, Editor of Ohio Educational Monthly, and lecturer on education and school management. Dr. Corson is one of the most popular lecturers in the whole country. He interests every teacher who is seriously trying to meet the daily exigencies of the school room.

Lectures:

1. Originality in the Teacher.
2. Teaching Pupils to Help Themselves.
3. (Two lectures)
4. The Teacher's Language.
5. (Two lectures)

DR. EDWARD HOWARD GRIGGS, Lecturer on Philosophy and Literature, New York City.

Lectures: Dramas of Protest.

1. The Protest against Conventional Theology: The Poem of Job.
2. The Protest against Economic Wrong: Hauptmann's Weavers.
3. The Protest against Time-Serving Selfishness: Ibsen's Brand.
4. The Protest against Making Criminals: Galsworthy's Justice.
5. The Protest against Yielding to Fate: Calderon's Life is a Dream.

DR. WILLIAM B. GUTHRIE, Professor of Political Science in the College of the City of New York and public lecturer on international law and kindred subjects. His lectures in Colorado Teachers College will be timely and very interesting.

Lectures: Internationalism and Great Movements of World Thought.

1. The Idea of a World Empire.
2. Nations and Their Expanding Power.
3. Internationalism and the Individual.
4. Internationalism and its Relation to Capital and Labor.
5. Justice, the Basis of World Reorganization.

PROFESSOR M. V. O'SHEA, Professor of Education in the University of Wisconsin. Prof. O'Shea has been a member of our Summer School faculty for several years, and so needs no introduction to our students.

Lectures:

1. Individuality in the Class-Room.
2. Social Types Among Pupils.
3. New Times and New Problems in Education.
4. Dynamic Education.
5. The Pupil's Point of View in Teaching.
6. The Classification of Pupils.
7. Changing Aims in Education.
8. New Methods of School Government.
9. Life More Abundantly.
10. Teaching of the Mother Tongue.

(Five lectures to be selected)

WM. A. WIRT, Superintendent of Schools, Gary, Indiana. Within five years William Wirt has made greater changes in public school organization and administration than have been made in any previous period of much longer duration. He started in an industrial city which was being built to order and there organized a system of schools calculated to meet the requirements of that industrial city. His plan is known the world over as "The Gary System."

Lectures:

1. The Place of the Elementary School.
2. School Economy.
3. Keeping the Children in School.
4. Industrial Education.
5. The Small and the Large School.

### COLORADO STATE TEACHERS COLLEGE

**Organization**—The College is an institution for the training of teachers. It graduates students upon the completion of a two-year course. Advanced students are graduated upon the completion of courses covering three, four, or five years. For the convenience of administration the College maintains three divisions: 1. **The Junior College**, for students pursuing the two-year courses; 2. **The Senior College**, for students doing work of an advanced character corresponding to the third and fourth years of the usual colleges or universities; and 3. **The Graduate College**, for students doing work beyond the bachelor's degree.

**Function**—The purpose of the College is to train teachers for public school service. Being supported by public taxation of all the property of the State of Colorado, the College aims first to prepare teachers for all the kinds of public schools maintained within the State of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high school departments, and high schools. The College also accepts the responsibility of training supervisors for rural schools, principals, superintendents, teachers of home economics, practical arts, fine and applied arts, critic teachers, teachers of defective and atypical children, teachers for adult night schools, etc.

While the College is supported for the training of Colorado teachers, it welcomes students from any state or country and sends its teachers anywhere that they may be called. Students come to Colorado Teachers College from many states and its graduates go in large numbers into the neighboring states and in smaller numbers into distant states and countries.

The College recognizes as its plain duty and accepts as its function the training of students to become teachers in every type of school at present supported by the state, to meet actually all the demands of the best in the public school system of the present, and to forecast those improvements and reforms which the evolution of public systems of education is to bring about in the immediate future and to train teachers to be ready to serve in and direct the new schools which are in the process of being evolved.

**Admission**—Admission to the College is granted to those who present a certificate of graduation showing the completion of fifteen or more units in an acceptable high school. This certificate must be presented at the time of matriculation in the College.

Mature students, not high school graduates, may be assigned to the Ungraded School for Adults. As soon as they have completed the equivalent of fifteen high school units, or shown the learning power which such completion usually gives, they may be granted a certificate of high school graduation and admitted to the College.

Experienced teachers, not high school graduates, who have attained marked success in their profession may be admitted as **Special Students** upon the recommendation of the Committee on Entrance. Special students will be admitted regularly to the College only after having met all the requirements set by the committee. Special students who fail to meet the College requirements and to do work of College grade will be assigned to the Ungraded School for Adults.

**Advanced Standing**—Students who come to the college after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided that the college or normal school in question has required high school graduation as a condition for admission. Those who receive advanced standing are required to take here all the prescribed subjects in the course they select, unless these prescribed subjects or their substantial equivalents have been taken already in the normal school or college from which the students come. Only the heads of the departments involved have the power to excuse students from taking these prescribed subjects. No advanced standing is granted for additional units above the usual sixteen earned in the four year high school course. If Junior College subjects have been studied in a fifth year in a high school, such credit as these subjects deserve will be allowed.

Credit may be granted for private lessons in music, art, language, business courses, penmanship, etc., etc., or for courses in such subjects in private or special schools not of collegiate rank only upon a recommendation, after careful examination, by the heads of departments giving such work in the college. Whenever thus recommended the work must be certified as similar to, and, as a substitute for, certain specified courses which such departments offer or recognize as a part of the training of a teacher in that particular field.

Recognition of what is usually termed "life experience," such as travel, housekeeping, experience in a profession or trade, private reading, club work, etc., etc., is given only in connection with the usual credit granted for teaching.

The total amount of credit granted for teaching experience in the Junior, Senior, or Graduate College course shall never exceed twelve hours, but additional credit for extended and successful supervision of teaching up to a maximum of eight hours may be granted.

**The Unit of College Credit**—All credit toward graduation is calculated in **quarter-hours**. The term **quarter-hour** means a subject given one day a week thru a quarter of a year, approximately twelve weeks.

Most of the college courses call for four recitations a week. These are called four-hour courses. A student usually selects sixteen quarter-hours, the equivalent of four courses each meeting four times a week, as his regular work.

Forty-eight quarter-hours are a student's regular work for the usual school year of nine months, or three quarters.

**Maximum and Minimum Hours of Credit**—A student registers usually for fifteen or sixteen hours each quarter. If the work is to count as resident work, the student must carry at least twelve quarter-hours. In addition to a regular program of sixteen hours any student may add one or two of the following one-hour courses to his program without special permission: Bible Study, Community-Cooperation, or Conservatory Music Lessons.

A student who wishes to take a larger program than sixteen hours made up of any other additions than those mentioned above must have been in residence at least one quarter and have shown ability to do work of "A" or "AA" quality. Applications for permission to take more than sixteen hours are made in writing to the Committee on Students' programs. This committee will decline to grant permission to students to take more than eighteen hours, on the ground that it is better for the most brilliant student to do extended and careful work on eighteen hours, rather than to do twenty hours or more superficially.

In case a student makes more than two grades below "B" during a given quarter he will be limited to fourteen hours the following quarter.

It shall be a part of the duties of the Committee on Student Programs to learn at the close of the first half of each College quarter the quality of the work of each student carrying more than sixteen hours, and reduce the number of hours in each and every case regarding which any instructor reports the student's work as either weak or unsatisfactory.

**Exceptions to Rules**—Rules are made to meet the needs of the greatest number, and not to stand in the way of progress. If a rule is found to impede the progress of genius it will be waived or modified.

**The Grading System**—A student who takes a four-hour course may earn a little more than four hours of credit by doing unusually good work. On the other hand, less than four hours will be granted for work of poorer quality than a reasonable expectation. The system is as follows:

A mark of AA for a course gives 20 per cent above the number of hours indicated as normal for the course.

- A gives 10 per cent above normal.
- B gives the normal credit.
- C gives 10 per cent below normal.
- D gives 20 per cent below normal.
- F indicates failure.

For example:

4B on a student's permanent record means that a student has taken a four-hour course and made the normal credit in it.

4AA would indicate most excellent work in a four-hour course and would carry 4.8 hours credit.

- 4A gives 4.4 hours credit on a four-hour course.
- 4B gives 4 hours credit on a four-hour course.
- 4C gives 3.6 hours credit on a four-hour course.
- 4D gives 3.2 hours credit on a four-hour course.



These marks, both figure and letter, go on the student's permanent record for later reference to indicate the quality of the work done.

A student who enters school late in the quarter or is compelled to leave may receive partial credit for the course in such a way as to indicate both the quality and the amount of credit. For example: A student may complete with exceptional distinction but two-thirds of a three-hour course. The mark should be 2AA, and not 3C. Each mark would give 2.4 hours, but the first mark would indicate the quality of the work as well as the amount of credit.

**The School Year**—The school year is divided into four quarters of approximately twelve weeks each. These are:

1. **The Fall Quarter.**
2. **The Winter Quarter.**
3. **The Spring Quarter.**
4. **The Summer Quarter.**

This division of the year is especially well suited to a teachers' college, for it gives teachers in active service, an opportunity equal to any of securing a complete education while actually teaching.

**Shortening the College Course**—The Quarter plan, the Extension Work, and the grading system make it possible for students who are physically strong enough to stay in school with only short vacations to complete a college course in a shorter time than that usually required in the colleges. Ninety-six quarter-hours constitute the usual two-year college course, and one hundred and ninety-two quarter-hours make up the four-year course required for the A.B. degree. By carrying an average of seventeen hours a quarter and making an average grade of "A", a strong student can earn 18.7 hours each quarter. At this rate he could complete the course for the two-year life certificate in five quarters, from the middle of June of one year to the end of August of the next. Or such a student could complete the course for the A.B. degree in two and a half years—ten quarters. By doing some work in Extension courses thru the school year while teaching it is possible to reduce the time still further.

## ADMINISTRATIVE REGULATIONS

**Student Advisers**—Each student, at the time of enrollment, will be assigned to a member of the faculty, who will act as Student Adviser to him. It will be the duty of the adviser to direct the student in selecting studies, in using time to the best advantage, and in all matters upon which the student asks or needs the advice of an older person who has had a wider educational and life experience than the student.

**Physical Education**—Each Junior College student is required to take Physical Education (exercise courses) at least two-thirds of the number of quarters he is in residence.

**Practice Teaching**—Teachers who have had less than two years of College training take their practice teaching in the Elementary School. Those who have had two years of College training may choose between the Elementary School and the High School according to their own personal needs and interests. Most students are required to do two quarters of practice teaching before being granted the diploma of graduation from the Junior College. Experienced public school teachers may be excused from one quarter of this practice teaching, subject to the following condition: No one will be excused from any of the required teaching unless he has had at least three years of successful experience.

Applications for exemption from practice teaching in the Elementary School should be sent to the Director of the Elementary School. Testimonials concerning the teaching experience should accompany the application.

**Practice Teaching in the Industrial High School**—The practice teaching in the high school consists of three items: 1. The Demonstration Class. The student-teachers observe the teaching of a class thru one quarter. 2. The Class in Methodology. The student-teacher enrolls for H. S. 105 with the principal of the high school for one quarter. 3. Practice Teaching. Teachers who have observed a term and have taken the required course in Methodology are given entire charge of a class. The training teacher is present in the capacity of Critic Teacher.

**Exemption**—(1) No person who desires to become a high school teacher will be excused from all the high school requirements. (2) Students who have had three years of successful experience in a high school of acceptable grade, together with those who have attained marked success in the elementary field, may be excused from a part of the requirements. (3) Application for exemption from the high school teaching should be made to the Principal of the High School Department. Testimonials should accompany each request for exemption.

**Minimum Time in Residence**—The present requirement of three terms as the minimum residence requirement is to be continued for all students enrolled and in residence previous to July 1, 1917, until they have received their first diploma, if they so elect.

Students matriculated and in residence previous to July 1, 1917, will be allowed to complete their work for a degree under the regulations which were in effect at the time of their first residence, provided that this resolution shall not bind the college to grant a diploma for three six-weeks terms in residence at any time after the summer quarter of 1919.

**Group Courses**—Students entering the College October 1, 1917 or after are required to select one of the following group courses and to complete it according to its particular requirements: The General Course, The Supervisor's Course, The Kindergarten Course, The Primary Grades Course, The Intermediate and Grammar Grades Course, The County Schools Course, The Industrial Arts Course, The Music Course, The Household Arts Course, The Household Science Course, The Fine and Applied Arts Course, The Agricultural Course, The Physical Education Course, or the Commercial Arts Course. These courses are all two years in length with about one-half of the subjects required and one-half elective. The work of the third and fourth years is elective for the most part. The student selects the department in which he wishes to major and then takes from 48 to 60 hours in that department, distributing the remainder of the 96 hours required in the senior college for the A.B. degree among the other departments.

The details of these courses may be seen in the annual catalog, published June 1, 1918.

## The Junior College

FRANCES TOBEY, 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 ninety-six quarter hours, is granted a diploma which is a life certificate authorizing him to teach in the public schools of Colorado.

**Requirements for Graduation**—A student must do full work in residence during at least three quarters before being granted a certificate of graduation from the Junior College. Thus, at least forty-eight of his ninety-six required hours must represent resident work; the remaining forty-eight hours may be granted on advanced standing or for extension courses.

**Specialization**—No student may major in the Junior College. However, if he desires to begin specialization, he may take twenty-four hours of work—in some cases more—in one of a number of departments specified elsewhere, supplementing this amount with a minimal core of required subjects covering twenty-one hours, and with electives to complete the ninety-six required hours. If he prefers to delay specialization until his Senior College course, he must then follow the general course, details of which he will find in the general catalog.

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## The Senior College

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

The Senior College stands for the highest professional service of the institution. It emphasizes maturity of mind, breadth of scholarship, professional attitude, and a high degree of specialization.

The Senior College includes the third and fourth years of the work of the State Teachers College. Its growth has been remarkable during the past six years.

The graduates of the Senior College take high professional rank in the school systems of Colorado and neighboring states. Our A.B. graduates are especially in demand, and we find it impossible to supply all calls for candidates with the baccalaureate degree.

The Senior College furnishes special advanced preparation for normal school critics and teachers. It offers superior opportunities for the training of supervisors of all elementary school work. 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 opportunity for mature students of wide professional interests.

The number of students enrolled in the Senior College has doubled during the past year. We are exerting our best efforts toward an expansion of the advanced work of this institution. The emphasis we are placing on our Senior College is an indication of the rapid advancement of our professional standards.

**Admission to the Senior College**—Graduates from our Junior College, and graduates from standard normal schools are admitted without

examination to the Senior College. Graduates from standard colleges are admitted without examination, and will receive advanced standing on application. Students who have completed two full years of work in standard colleges will be received without examination, but may be conditioned on such professional subjects as the Advanced Standing Committee may determine.

**Minimum Residence and Minimum Hours**—No diploma of the Teachers College is granted unless the student has done at least three quarters of resident work with the College. No diploma is granted to any student who has earned less than forty-eight hours in this institution, or one year of credit.

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

**Requirements for Graduation**—Ninety-six hours in addition to those required for graduation from the Junior College are required for the A.B. degree. The total required credit for this degree is 192 hours, or four years of work.

A certificate which is a life license to teach in Colorado, and which is accepted by most states of the West, is granted upon completion of the third year, if applied for by the student.

**Diploma and Degree**—At the end of the fourth year of study, the degree of Bachelor of Arts (A.B.) in Education will be conferred, and a diploma, which is a life license to teach in the public schools of Colorado, will be granted to all students who have completed the requirements of the Senior College.

**Majors**—The requirements for a major in the Senior College may vary from forty-eight to sixty hours, at the option of the head of the department in which the major is elected. The major notation may be entered on a diploma only when approved by the head of the department. The head of a department may designate, at his option, related work in other departments which he will accept toward a major in his own department.

## 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, Science, or other four-year degree, from a reputable institution authorized by law to confer these degrees, 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 quarter. Such blanks may be secured by addressing State Teachers College, Greeley, Colorado. Original credentials must be submitted with the application for admission.

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

**Residence**—Three quarters of work are required in residence at the College in advance of the requirements for the A.B. degree. This is three quarters of work beyond a four-year college course.

**Units of Work**—A year's work shall be interpreted as forty-eight quarter-hours. Forty hours credit will be given for graduate courses pursued and eight hours for the Master's thesis which is required. Sixteen hours credit a quarter during the regular school year is the maximum, inclusive of the research involved in the thesis requirement.

#### THE NATURE OF GRADUATE WORK

1. It shall be in professional lines of work. In keeping with the function of 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 fields of Psychology, Sociology, Biology and Education.

## Courses of Study

### EDUCATION

THOMAS C. McCracken, A.M.  
 FRANK L. WRIGHT, A.M.  
 WILLIAM B. MOONEY, A.M.  
 MARVIN F. BEESON, Ph.D.  
 SAMUEL MILO HADDEN, A.M.  
 JOSEPH H. SHRIBER, A.B.  
 HELEN GILPIN-BROWN, A.B.  
 GRACE WILSON, A.B.  
 D. E. WEIDMANN, A.B. Summer 1918  
 JOHN A. SEXSON, A.B. Summer 1918  
 H. N. NELSON, A.M. Summer 1918  
 E. H. HOMBERGER, A.B. Summer 1918  
 J. W. KIBBY, A.B. Summer 1918

### Courses Primarily Junior College

**8. Education Values**—Three hours. Five days a week. First half quarter. Mr. Wright.

The purpose of this course is to give the student a critical attitude toward the educational value of the various subjects of the curriculum.

The student will make a detailed study of some school text-book. These texts are to be studied from the standpoint of the relative value of (a) Method of presentation of materials, (b) order and sequence of the various topics and (c) topics or parts of the text which should be eliminated because of the lack of evidence of their being of educational value.

**11. Principles of Education**—Required, second year. Open also to Senior College students who have not had its equivalent. Arrangements may be made to take two of the courses offered and thus complete the course in either half-quarter. Four hours.

Mr. Wright, Dr. Beeson, and others.

This course is designed to set forth the underlying principles of educational theory. It treats of the theory of instruction and training with the child as the concrete basis; the aim and meaning of education; educational values; the theory of management and control; and the technic of practice. Some of these are discussed very briefly as they form the basis of other courses. Practical applications of theory are constantly made.

**15. Vocational Guidance**—Two hours. Four days a week—First half-quarter. Mr. McCracken.

This course will deal with the place of vocational guidance in public school systems. Among other subjects it will treat of the need and value of the study of occupations, vocational analysis, opportunities for vocational education, opportunities for employment, the work of placement and vocational bureaus and various guidance agencies in this and other countries.

**24. School Administration**—Three hours. Five days a week. First half-quarter Mr. Weidman.  
 Second half-quarter Mr. Homberger.

This course will deal with school and class-management and is designed primarily to meet the needs of those students who have had little or no teaching experience. Some time will be given to a study of the cooperation between the teacher and the school principal in instruction and discipline. A brief study will be made of the school law of Colorado.

**25. Administration of Rural and Village Schools**—Required for County School major. Three hours. Mr. Shriber.

This course is a study of the history of rural school organization and administration in our country from primitive local needs to the present

time. It aims to meet the needs of county superintendents, rural supervisors, teachers, 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 rural children.

**27. General Education**—Two hours. Required of all students.

This course will consist of a series of daily lectures by men eminent in the field of education.

Lecturers: Dr. G. Stanley Hall, Dr. S. C. Schmucker, Dean James E. Russell, Dr. Edward H. Griggs, Superintendent H. B. Wilson, Dr. O. T. Corson, President H. W. Shryock, Professor William B. Guthrie, Professor M. V. O'Shea, Superintendent William Wirt.

**33. History of Modern Education**—Three hours. One course throuth the quarter. Mr. Beeson, Mr. Homberger.

One course for five days in week. First half quarter. Mr. Beeson.

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 and secondary schools, and the transition to a secular basis, together with the educational philosophy of such men as Comenius, Locke, Rosseau, Pestalozzi, Herbert and Froebel.

**37. Ethical Culture**—Two hours. Four days a week, each half-quarter. Mrs. Gilpin-Brown.

A course designed for instruction in right living, and the ethics of every day life. A general appreciation of culture and its necessity in the training of a teacher is emphasized. There will be a friendly interchange of ideas with reference to conduct and etiquette. Lectures, discussions, book and magazine reviews and reports.

**38. Vocations for Women**—Two hours. Four days a week, each half-quarter. Miss Wilson.

This course is designed for the study of vocations open to women, with the idea of preparing a teacher to guide her students in the choice of their life work. The course consists of lectures, discussions, readings and reports.

**Courses Primarily Senior College**

**113. The Junior High School**—Three hours. Five days a week, each half-quarter. Mr. Kibby.

This course is designed to give a thoro study of the Junior High School as to historical development, advantages and disadvantages of such a plan of organization, extent of the development of the plan, preparation of teachers, the curriculum, and general administration.

**120. High School Administration**—Four hours.

Mr. Wright, Mr. Nelson.

This course will deal with the organization, management and administration of the high school, a critical examination of one or more typical high schools, emphasizing courses, programs of study, daily schedule of classes, records and reports, equipment, training, qualification and work of the teachers and other similar matters of high school administration. The student will be allowed to select topics in which he is especially interested, for study and research, under the direction of the instructor.

**142. School Administration and Supervision**—Two hours. Four days a week, first half-quarter. Mr. Hotchkiss.

This course treats of the problems subject to investigation in the organization and administration of public school systems, with special reference to city school systems. A study of school surveys or inquiries which have been made in the field of educational administration will be the basis for readings and class discussions.

Such problems as the organization of the supervisory corps, training teachers in science, the progress of children thru schools, including retardations, acceleration, and elimination, school reports, supplementary and special education will be included. Students are requested to bring any data which they may have available from their own school systems with respect to the accomplishment of any of the above school activities.

**143. The Federal Government in Education**—Four hours. Two hours credit will be given for either half-quarter. Mr. McCracken.

This course is designed to bring to the student a knowledge of the efforts of the federal government to aid education; also a survey of the school law of typical states, which will show the plan of the state administration of the school system within its bounds.

**147. Educational Surveys**—Three hours.

Mr. Mooney, Mr. Sexson.

This course will give the student the underlying facts and principles which should guide the making of a school survey. A study of the findings of typical school surveys will be made.

#### Courses Primarily Graduate College

**217. Vocational Education**—Three hours. One and one-half hours credit for either half-quarter. Mr. Hadden.

A discussion of the main factors essential in vocational education.

(a) Demands and needs interpreted in the terms of the social life of the people.

(b) The ability of the public school to meet these demands by means of public school education.

(c) Local attempts being made to meet these demands.

**223. Research in Education**—Hours dependent upon amount of work done. Mr. McCracken.

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. Conference course at hours convenient to instructor and student.

**229. Current Educational Thought**—Four hours. Two hours credit will be given for either half-quarter.

Mr. Wright, Mr. McCracken.

This course will consist of reviews and discussions of recent books in the various fields of Education.

**241. Master's Thesis Course**—Hours dependent upon the amount of work done. Mr. McCracken.

The student who expects to work on his Master's thesis will register for this course no matter for which department the thesis is being prepared.

**245. Measurements of Results in Education**—Four hours.

Mr. Mooney, Mr. Sexson.

There are some kinds of standardized tests which measure certain kinds of results in education. They may be used by the teacher to check up his work and the standing of each of his pupils in reading, writing, arithmetic, language, drawing, spelling, and some other subjects. The purpose of this course is to give the teacher and supervisor a working knowledge of educational tests.

**246. Educational Problems**—Four hours. Two hours credit for either half-quarter. Mr. Weidman, Mr. Nelson.

This course is intended for advanced students who wish to study in detail such subjects as the following: The school as an institution; learning by doing; flexibility of operation; the place of method in the school room; the school as a unit of supervision; practical correlation of school and community work.

#### ELEMENTARY EDUCATION

E. A. HOTCHKISS, Professor of Elementary Education and Director of the Training School.

MILDRED DEERING JULIAN, Kindergarten and Kindergarten Methods.

MRS. LELA AULTMAN, First Grade.

MRS. BELLA B. SIBLEY, Second Grade and Primary Methods.

HULDA A. DILLING, Fourth Grade.

FRIEDA B. ROHR, Fifth Grade and Intermediate Methods.

ELIZABETH HAYS KENDEL, Sixth Grade.

AMY RACHEL FOOTE, Seventh Grade and Upper Grade Methods.

EMMA T. HEMLEPP, 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.

**1. Elementary School Supervision and Principles of Teaching—**Daily. Either half-quarter. Three hours credit. Substitute for Training School I. E. A. Hotchkiss.

This course will consist of readings, lectures, discussions, and observations of class room work in the Training School. It will deal with such topics as Class Room Organization; Standards for Judging both the Curriculum and Class Room Instruction; Teaching Children to Study; and Principles for Criticisms on the part of Supervisors and Superintendents. 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.

**6. Primary Methods—**Four hours. Two hours each half-quarter. Mrs. Sibley.

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.

**7. Fifth and Sixth Grade Methods—**Four hours. Two hours each half-quarter. Miss Rohr.

This 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.

**9. Grammar Grade Methods—**Four hours. Two hours each half quarter. Miss Foote.

This course will consider the fundamental needs mentally and characteristics physically of children in the preadolescent period with the purpose of applying such psychological principles as govern presentation and selection of subject-matter in these grades. Chief emphasis will be placed upon the practical side of the work with a view of arriving at the best methods of securing interest, initiative, accuracy (good habits of study) and retention.

A comparative study of curricula will be made in order to give the teacher standards for judging whether or not her curriculum meets the needs of her pupils.

Methods of using textbooks in the most economic and interesting way for children will be given, together with a standard for judging relative values of various textbooks.

Conclusions in theory will be tested in practice in the training school upper grades demonstration classes.

**32. Construction in the Kindergarten and Primary Grades—**Four hours. Two hours each half-quarter. Miss Julian.

A study of the use of materials to meet the needs of the constructive instinct as it functions in the life of the child; a comparison of the Froebelian, Montessori, and other materials.

**37. The Kindergarten Program**—Four hours. Two hours each half-quarter. Miss Julian.

A study of the organization of the Kindergarten subject in different schools; a detailed arrangement of the Kindergarten materials in a course of study.

### STATE HIGH SCHOOL OF INDUSTRIAL ARTS

JOHN R. BELL, A.M., Litt.D., Principal.  
 JEAN CROSBY, A.B., Preceptress, History.  
 RAE E. BLANCHARD, A.B., English.  
 CHARLES BLOUT, A.M., Science.  
 GEORGE E. BROWN, A.B., History, Summer, 1918  
 CHARLOTTE HANNO, A.B., Modern Languages.  
 LUCILLE HILDEBRAND, A.E., Mathematics.  
 LUCY N. MCLANE, A.B., English.  
 MARK J. SWEANEY, A.B., Mathematics, Summer, 1918  
 JENNIE TRESSEL, A.B., Normal Courses.  
 EDNA WELSH, Ph.B., Shorthand, Typewriting.

#### Function

The primary function of the high school department is to train that group of teachers who expect to enter the field of secondary education. Student teaching is required of all students in the Senior College, who expect to ask for recommendations as high school teachers. The College will not recommend for high school positions any student who has not had high school practice teaching. Two years of college training is a prerequisite to practice teaching in the high school.

The State High School of Industrial Arts (High School Department of Colorado State Teachers College) is being built upon the theory that the highest interests of the student teachers and the highest interest of the high school pupils can be made to harmonize.

Untrained and unskilled teachers do not practice on the pupils. Teachers are not permitted to take charge of classes until they are both trained and skilled in the art of teaching and then always under the direction of the head of the department, who is a permanent member of the faculty and has been selected because of special fitness for the work which she is to do. It is not too much to say that some of the best high school teachers in the state are in this school.

In addition to its excellent teaching force the school has the use of the equipment of Colorado State Teachers College. The library, the museums, the collections of fine arts and the laboratories are all available to high school students. The courses are vital and practical and are intended to meet the needs of boys and girls of the present age.

The school is especially suited to the needs of students who desire to become teachers. There is a teachers' training course in the high school which gives, in addition to the usual high school subjects, a thorough mastery of the common school branches, and a knowledge of how these branches should be taught. It has been shown by experience that many of the strongest graduates that have gone out from Colorado State Teachers College are persons who have taken their high school training and college training at the same institution.

#### Courses Primarily Senior College

**103. Student-Teaching in the High School**—Required of students preparing to be high school teachers. Four hours, full quarter, two hours either half-quarter. Dr. Bell.

In this course the student-teacher is permitted to observe an expert teach the particular subject in which she desires to specialize. During this period of observation she is expected to prepare two model lesson plans each week, one of which is to be presented before the training teacher in the form of a model lesson. She is expected, also, to know thoroughly each lesson that is assigned to the class by the teacher in charge

and to be ready to answer questions and discuss topics at any time. The amount of student teaching is gradually increased. One or two quarters of this combination of observation and teaching are required, depending upon the skill of the individual as demonstrated in teaching.

**105. Principles of High School Teaching—Four hours, full quarter, two hours, either half-quarter.**  
Dr. Bell.

This is a course in methodology as the subject relates itself to the curriculum of secondary schools. It is taught by the Principal of the High School Department but each Department Head assists in the courses, and every phase of work that is being done in the high school is discussed in the light of the more recent experiments and developments in secondary education.

The course in methodology is an integral part of the plan for training high school teachers and, therefore, is required of all who expect to enter this field. Course 105 is a continuation of 103 and takes the place of a quarter of practice teaching.

**107. Advanced Course in High School Teaching—Four hours, full quarter, two hours, either half-quarter.**  
Dr. Bell.

Persons who have completed in a satisfactory manner course 103 and course 105 may be selected by the Principal of the High School and given entire charge of a class (the training teacher being present in the capacity of a critic teacher).

This course is intended for individuals who have shown exceptional talent in practice teaching and in mastering the principles of High School Teaching and who want the opportunity to demonstrate their fitness for the better positions in the field of secondary education.

**109. High School Supervision—Hours to be arranged.**

Dr. Bell.

Persons who have shown an unusually high degree of efficiency in high school teaching may be allowed to assist in the supervision of the high school work. This training will afford them a more comprehensive view of the work and practice in the supervision of the training of younger teachers. This experience is intended primarily for those who are preparing themselves to be principals and superintendents or to fill other positions of responsibility in public school work.

**High School Fees**

One subject, full quarter, \$6.00; one half-quarter \$3.00.

Two subjects, full quarter, \$12.00; one half-quarter \$6.00.

Three or more subjects, full quarter, \$18; one half-quarter \$9.00.

**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 each 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 class room.

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 gives 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 twenty years.

### SPECIAL NORMAL COURSES

(High School Credit)

The purpose of these courses is:

1. To instill a deep and thoro knowledge of the Common School Branches.

Many individuals who desire to teach have received their knowledge of the public school subjects while in the seventh and eighth grades from persons who had not enjoyed the oportunities now afforded by the better Normal School and Teachers Colleges, hence this information needs to be supplemented and enriched by the thoroughly trained expert.

2. To emphasize 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. To Apply 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. To Develop 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.

The subjects offered for the quarter are: Arithmetic, geography, grammar, U. S. history, school law, civics, general science, physiology, hygiene, and county school methods.

#### Fees

The fees for the Ungraded School for Adults and for the Special Normal Courses will be as follows:

One subject full quarter, \$6.00; one half-quarter, \$3.00.

Two subjects, full quarter, \$12.00; one half-quarter, \$6.00.

Three or more subjects, full quarter, \$18; one half-quarter, \$9.00.

### COUNTY SCHOOLS

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

MABEL COCHRAN, Summer, 1918.

D. E. WEIDMANN, A.B., Summer, 1918.

The object of the courses offered here is to prepare country 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, will be made to point out the importance of reorganizing the county educational system upon a principle that will 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

**26. The Rural School Curriculum and the Community**—Three hours, first half-quarter. Mr. Shriber.

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.

**106. Rural Sociology**—Three hours, first half-quarter.

Mr. Weidmann.

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 force in rural progress.

**6. County School Methods**—Three hours, either half-quarter.

Mr. Shriber.

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.)

**107. Rural Seminar**—Two hours, second half-quarter.

Mr. Shriber.

The problem of the rural school in its relation to the teacher, the child, the school board and the community will be discussed. The daily program will be considered in its application to a school of eight grades.

### Primarily Senior College

**25. Administration of Rural Schools**—Three hours, full quarter.

Mr. Shriber.

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.

**130. Rural Education**—Three hours. For full description of this course, see Education Department. Second half-quarter.

Mr. Shriber.

A course intended primarily to give a comprehensive grasp of American Rural history, and a brief study of the rural educational systems of this and other countries. The fundamental needs in rural education, the recent rural life movement, the redirection of the school, its legitimate functions and revitalizing agencies will be correlated with existing conditions in Colorado and the West and with the social and historical development of the country.

### Demonstration School

**1. Observation**—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.

**2. Observation**—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.

**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 subject desired, from the Public School subjects, and credit will be given in the State Industrial High School to those who have not completed their high school course.

### EDUCATIONAL PSYCHOLOGY

JACOB DANIEL HEILMAN, Ph.D.

CLARA HARRISON TOWN, Ph.D.

The main purpose of the courses in psychology 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.

#### Course Primarily Junior College

##### 1. Child Hygiene—

a. Required in General, Kindergarten, Physical Education and General Supervisor's Courses. First year. Two hours, either half-quarter. Dr. Town.

The following topics will be treated: The significance, prevention, detection and correction of sensory defects, enlarged adenoids and diseased tonsils.

b. Two hours, either half-quarter. Dr. Town.

The following topics will be treated: Malnutrition; faulty postures and deformities; and hygiene of the mouth.

**2. Educational Psychology**—Required. Second year. Four hours, full quarter. Two hours, either half-quarter. First half-quarter.

Dr. Heilman.

Instincts and capacities; the psychology of learning; individual differences; mental work and fatigue.

**3. Child Development**—Second year. Required in General Supervisor's Course. Two hours, first half-quarter. Dr. Town.

This course deals primarily with the mental and physical development of the child. Purposes and methods; anthropometrical measurements and growth; development of attention and sense perception; instruction in observation; the development of memory, imagination and thinking; the psychology of lying; the growth of feelings and ideas; volition and interest; suggestion and imitation.

**4. Psychology of Elementary School Subjects**—Second year. Required in Intermediate and Grammar Grade Course. Two hours, first half-quarter. Dr. Heilman.

The psychology of those school subjects in which the class is most interested will be treated.

#### Course Primarily Senior and Graduate College

**107. Mental Tests**—Two hours, first half-quarter. This course will be open to all students who have had at least two courses in psychology. Dr. Heilman.

Tests to determine mental development: Binet-Simon, Yerkes-Bridges-Hardwick, Terman, Kuhlman, Goddard, etc.

### BIOLOGICAL SCIENCES

LEVERETT ALLEN ADAMS, Ph.D.

JOHN C. JOHNSON, A.M.

The department of Biological Sciences occupies a lecture room and two laboratories on the third floor of the main building. It is equipped with microscopes, lantern slide collection, and type specimens for the work of zoology and botany. A museum for the use of nature work is located on the first floor of the Library Building.

#### Biology

**2. Bionomics**—Required in Junior College. Three classes as follows, completed at end of first half-quarter: 7:00, M., T., W., Th., F., and 8:00 M., W., F.; four hours credit, Mr. Johnson; completed at end of second half-quarter, 9:00, M., T., W., Th., Mr. Johnson, continued by Dr. Adams, second half-quarter, four hours credit; completed at the end of second half-quarter, 9:00, M., T., W., Th.; four hours credit, Dr. Adams.

A study of some of the fundamental facts and laws of biology that have a bearing on education. It forms a basis for the intelligent study of other educational subjects. It considers: Mendel's Law, heredity, eugenics, evolution and civic biology.

#### Zoology

**5. Bird Study**—Four hours, M., T., W., Th. Dr. Adams.

A study of the Colorado birds. Consists of work in the field, combined with the laboratory and museum. The course is not a scientific study of birds, but rather, as the name implies, a study of the histories, habits, habitat and economic importance. Students are expected to use three hours Saturday morning for field trips. Bring outing clothes, shoes, and field glasses if you have them. To be taken one or both half-quarters.

#### Botany

**2. General Botany**—Three hours. First half-quarter.

Mr. Johnson.

A course dealing with the essential and foundational points of botany. Emphasis is placed upon the flowering plants. Designed for those who have had little or no training in botany. Field, laboratory and lecture work.

**102. Botanical Technic**—One hour. First half-quarter.

Mr. Johnson.

A laboratory course in the preparation of botanical, microscopic slides; methods of pressing, preservation, collecting.

**Nature Study****Nature Study 1—Two hours. Full quarter or half-quarter.**

Dr. Adams.

Aims and principles of nature study, teaching nature study in the grades, making of nature study programs, topics of the different seasons. The practical work consists of a study of fifty topics with outlines for their presentation in the lower grades. Students are supplied with their outlines. This work is from both the animal and plant field. Much of the work is carried on out of doors and for this reason students should bring outing suits and shoes.

**Biotics****101. History of Man—Two hours. First half-quarter.**

Dr. Adams.

History of man and his body from the standpoint of evolution. Derivation of the skeleton, organs and different systems. Study of the remains of the prehistoric men, their form and evolutionary significance.

**102. Heredity—Two hours. First half-quarter. Dr. Adams.**

This course takes up heredity and its significance. Study of the laws governing it and their importance to the future of the races. Relation of biological laws and education.

**PHYSICS**

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

It is the purpose of this department to make the work in physics as valuable as possible to ALL students who are to teach in the public schools. The importance of knowing the fundamental principles of physics, and the application of these principles to those things which make for our comfort and well-being is becoming more manifest and urgent every year; but the importance of knowing the fundamental principles of physics when one is going to teach geography, physiology, agriculture, and the like is seldom appreciated by the public school teacher. Every course here offered has been carefully planned so that it may be of the greatest helpfulness in illuminating and vitalizing public school work, especially the work of the elementary school. Much pains has been taken to work out interesting methods, whereby essential but difficult subjects may be presented to young people in the light of their many common and relevant experiences so as to make the difficult subjects understandable.

**4. General Science—Five days. Three hours, either half-quarter.**

An elementary study planned with the view of giving, so far as is possible in such a brief course, an orderly, scientific understanding of the phenomena of everyday environment. Fully illustrated with simple experiments. By using materials at hand these experiments are so simplified that they may be used in actual school work.

**6. Applied Physics. The Automobile—Four days. Two hours, either half-quarter. Open to Senior College students.**

In this course the various types of cars, kinds of engines, springs, axles, clutches, differentials, feed systems, ignition systems, and car lubrication are discussed.

The purpose of the course is at least two-fold: (1) That persons who ride in, drive, or own a car may derive the greatest amount of satisfaction and pleasure from it by possessing an understanding of the mechanical principles underlying its operation; (2) That teachers taking the course may be well enough informed in the subject to disseminate a knowledge of the automobile physics correctly, thereby increasing scientific education.

The laboratory equipment for this course is quite complete with the various parts of the car and with an unlimited supply borrowed from agents of various cars and garages in town.

**104. The New Physics—Four days. Two hours, either half-quarter.**



This course is devoted to the study of electrons, kathode rays, X-rays, alpha rays, beta rays, gamma rays, and radium and its disintegration products. We are well equipped to illustrate this course.

## CHEMISTRY

CHARLES J. BLOUT, A.B., A.M.

The following courses are designed to present the general principles of Chemistry, together with a study of the elements and their most important compounds. Laboratory courses, intended to apply the laws and theories of the subject, accompany each course and are to be elected with the course which they supplement.

**1. General Chemistry**—Two hours, full quarter. Mr. Blout.

A study of the foundation principles of Chemistry. Lectures, text and reference study. Those electing Course 1 will also elect Course 2.

**2. General Chemistry, Laboratory and Quiz Sections**—Four hours attendance, two hours credit. Full quarter. Fee, \$1.00.

Mr. Blout.

**106. Organic Chemistry**—Two hours, full quarter.

Mr. Blout.

A study of the methods of preparation and properties of the aliphatic series. Lectures and textbooks study. General Chemistry, a prerequisite. Those electing Course 106 will also elect Course 107.

**107. Organic Chemistry, Laboratory Course Supplementing Course 106**—Four hours attendance, two hours credit. Full quarter. Fee, \$1.00.

Mr. Blout.

**108. Food Chemistry**—Two hours, full quarter. Mr. Blout.

Lectures, textbook, and reference study of the Chemistry of Air, Water, and Food. General Chemistry a prerequisite. Those electing Course 108 will also elect Course 109.

**109. Food Chemistry, Laboratory Course Accompanying Course 108**—Four hours attendance, two hours credit. Full quarter. Fee, \$1.00.

Mr. Blout.

## GEOLOGY, PHYSIOGRAPHY AND GEOGRAPHY

GEORGE A. BARKER, M.S.

**3. Climatology**—Four hours, full quarter. Two hours, either half-quarter.

This course is an attempt to treat climate from the standpoint of the distinctive American climatic provinces and the similar provinces abroad. This comparison of the Californian, Oregonian and other similar belts will be followed the second term by the study of the temporary phase of climate, the weather.

**12. Geography Method**—Two hours, completing course first half-quarter. Course repeated second half-quarter.

This is the course required of students in the general course.

**2. Physical Geography**—Four hours, full quarter, two hours either half-quarter.

A general course in physical geography. During the first term the atmosphere and the ocean will be taken up, during the second term land forms. Each half-quarter may be taken without reference to the other.

**4. Geography of North America**—Four hours, full quarter, two hours either half-quarter.

During the first half-quarter there will be a general treatment of North America lying outside of the United States. The second half-quarter will be devoted to the United States.

**121. Geography of Alaska**—Two hours, full quarter, one hour either half-quarter.

A course in Alaska in which material is obtained largely from government documents. The future possibilities of Alaska are stressed.

### MATHEMATICS

G. W. FINLEY, B.S.

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

**2. Plane Trigonometry**—Full quarter, four hours.

Mr. Shultis.

The work in this course is planned to meet the needs of those who expect to prepare for the teaching of mathematics as well as those who need this subject because of its close connection with other lines of work. The possession of surveying instruments by the department makes it possible for the class to get many of its problems from measurements made in field work.

**6. College Algebra**—Full quarter, four hours. Mr. Finley.

The course begins with a review of the principles of elementary algebra so that even those students who have not worked in this subject recently will find the work reasonably simple. Special attention is given to the needs of teachers of high school algebra.

**8. The Teaching of Arithmetic**—Two hours, first half-quarter.

Mr. Finley.

This course deals with modern movements and methods in the teaching of arithmetic. The actual problems of the class room are considered and ways and means of solving these problems presented and discussed. The aim is to give those who take the course something they will find of real help in teaching when they get into the school room.

**100. The Teaching of Secondary Mathematics**—Two hours, second half-quarter.

Mr. Finley.

In this day of unrest and progress the teacher who stands still is soon far behind her fellows. The object of this course is to consider the recent developments in the teaching of Secondary Mathematics and to give such suggestions and help as will make the teaching of algebra and geometry vital.

**7. Analytic Geometry**—Full quarter, five hours. Mr. Finley.

Modern high school algebra is of such a nature that no teacher of this subject can come anywhere near reaching full efficiency without a knowledge of analytics. This course gives a clear logical treatment of the subject that can be easily mastered in a quarter's work.

**106. Descriptive Astronomy**—Full quarter, five hours.

Mr. Finley.

This course gives an introduction to the fascinating subject of Astronomy. It gives a knowledge of the wonders of the solar system and of the universe and acquaints the student with the heavens so that he no longer walks abroad at night with his eyes closed to the wonders of the sky above him.

Courses in Calculus and other advanced courses may be arranged for by conference with the head of the department.

### THE SOCIAL SCIENCES

GURDON RANSOM MILLER, Ph.D.

EDGAR DUNNINGTON RANDOLPH, A.M.

JOHN A. SEXSON, A.B., Summer 1918.

DUEFFORT E. WEIDMANN, A.B., Summer 1918.

This department offers opportunity for a liberal study of social needs and adjustments by means of class-room, library, and research work, and by Seminar and lectures. The department deals with the subject-matter of Anthropology, Sociology and Social Economics as

Analytic studies of Social Evolution, and constructive efforts to direct Social Progress. We seek always to show the relation of these Social Sciences to the Science of Education, but any of our courses will prove of large value to any students desiring to specialize in either Sociology or Economics. University or college students or graduates interested in special phases of pure Sociology, Applied Sociology, Welfare, Social Reform, or Social Settlement work should consult the head of this department for advice in electing courses.

**142. World Peace**—Four hours, full quarter, two hours either half-quarter. Dr. Miller.

A general discussion of World Peace and its probable reactions on Social institutions, and particularly on Education, in Europe and America.

**220. The Consumption of Wealth**—Four hours, full quarter, two hours either half quarter. Dr. Miller.

An advanced course in Social Economics, a constructive analysis of the Modern tendency to subject the consumption of wealth to Scientific treatment, emphasizing the human costs of production versus the human utility of scientific consumption: a human valuation.

**12. Rural Sociology**—Four hours, full quarter, two hours either half-quarter. Mr. Weidmann.

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.

**3. Educational Sociology**—Four hours.

Mr. Randolph and Mr. Sexson.

A course giving (1) a background of information concerning origins and interrelations of present social problems; (2) a brief formulation of the methods of social progress; and making (3) a definite attempt to show the relation of organized education to the problem of control and progress.

**124. Problems and Methods of Child Welfare**—Five hours.

Mr. Randolph.

A careful study of the movement for the conservation of children. The course falls into three parts: (1) the status of children in the past; (2) the evolution of child protection; and (3) present problems and tendencies. The course has two aims: (1) to unify many phases of the conservational movement; and (2) to give much information about each of the situations discussed.

**229. Social Theory of Education and Its Implications for the Course of Study**—Five hours, two hours the first half-quarter, M., T., W.; three hours the second half-quarter, M., T., W., Th.

Mr. Randolph.

A course giving in the first half thru lectures and readings a formulation of the social principles of education, and in the second half offering an opportunity for interested students to apply these principles to the working out critically of a course in the field of their especial interest. Students who take this course should count on spending a generous amount of time in reading in both halves.

**221. Social Economy**—Five hours, two hours the first half-quarter, M., T., W.; three hours the second half-quarter, M., T., W., Th.

Mr. Randolph.

A course which in the first half shows the nature and extent of past social failures and the slow evolution from blind reaction to distress to more or less rational methods of control; and in the second half deals with the extensions of social concern to the fields of need now felt most keenly. In each half there will be a generous provision of topical readings.

## HISTORY AND POLITICAL SCIENCE

EDWIN B. SMITH, B.S., A.M.

In nearly every phase of school work the teacher utilizes the subject-matter of history, either directly in teaching the subject or as

background material. Government is occupying an increasingly important position in our living experiences. Modern views of the conditions of government appear necessities for the successful teacher. Courses based on the subject-matter and on the teaching of the subjects are offered in the department. There is particular need for the adoption of modern attitudes in the teaching of history and civics.

**11. Commercial History of the United States**—Four hours, two half courses.

A survey of commerce in early times; colonial commerce and its consequences; domestic and foreign commerce in the several periods of American development; the coast trade; government aid; the consular service; the relation of general commerce to the business development of the country; changes of the twentieth century; the development of modern business; government supervision.

**13. The Teaching of History**—Two hours. Full course first half-quarter.

The development of history instruction in schools; the aims and values of instruction; method of study, presentation, and materials for the elementary and high school grades of instruction.

**26. The Teaching of Civics**—Two hours. Full course second half-quarter.

The development of civic teaching from the study of the constitution to the present community civics; the purposes of instruction in government; the value of civic instruction in education for citizenship; courses of study for the elementary and high schools; methods and materials for the various grades of instruction.

**27. Contemporary History**—Two hours. Two half courses.

A course dealing with the current movements in this and foreign countries, their development and interpretation. The problems of the war, with their setting, of especial interest.

**106. Modern European History**—Four hours. Two half courses.

This course includes the period of European history from the time of Napoleon to the present. Some of the material is indicated by the topics: The era of Metternich, the Industrial Revolution, the growth of nationalism, the problem of the Irish, the German Empire, the new Russia, dismemberment of the Turkish Empire, the spread of European civilization in Asia and Africa, the international relations and the outbreak of the war in 1914, developments during the war.

**25. Comparative Government**—Four hours. Two half courses.

The government in other countries compared with that in our own; England the cabinet type, France the constitutional cabinet type, Germany the cabinet type in transition, and Switzerland the most perfect type of democracy; the smaller European states and the South American republics. The growth of internationalism and world democracy.

**215. Research in History.**

Students doing graduate work in history or political science may register in this course. Desired work may be arranged by conference.

## LATIN AND MYTHOLOGY

JAMES HARVEY HAYS, A.M.

For the summer quarter of 1918, the Department of Latin and Mythology will offer four courses, each running thru the quarter.

**1. Cicero. De Senectute and De Amicitia**—Four hours.  
A study of the essay and comparison with the oration.

**110. Teachers' Training Course**—Four hours. Full quarter.  
Discussions of method. Reviews of syntax and translations.

**120. Tacitus—Agricola and Germania.** Four hours.

### Mythology

**110. Greek and Roman Myths**—Four hours. Full quarter.

A study of classical myths of Greece and Rome with comparisons with the myths of other peoples. Also the influence of myths upon modern life, literature and art.

## LITERATURE AND ENGLISH

ALLEN CROSS, A.M.  
 ADDISON LEROY PHILLIPS, A.M.  
 NELLIE MARGARET STATLER, A.B.  
 JOSEPHINE HAWES, A.B.  
 CLARENCE STRATTON, Ph.D. Summer, 1918

The courses offered in Literature and English fall into three classes: 1. Courses in grammar and composition. 2. Courses in methods of teaching Literature and English in elementary and high schools. 3. Literary courses, cultural in nature, or intended to equip a high school teacher of English with the teaching materials and a literary background.

**Required English Course**—The College wishes to assure itself that all students who go out as graduates to teach children and all who teach in its training school will not misuse the English language in the presence of school children. It realizes that students, who have all their lives spoken incorrect English, cannot altogether change their habits in three or six months. The best thing it can do, then, seems to be to require all students to take a course in grammar and oral and written composition. The head of the English department may excuse from taking this course any student who speaks and writes English exceptionally well. But those whose speech habits are unusually bad may be required to take a second practice course. The College will positively refuse to graduate a student who cannot write and speak the English language with a fair degree of accuracy and ease. It will also qualify its recommendation of a student to a superintendent or school board if the student's English is only passable.

**Co-operation of Other Departments with the English Department**—All the departments in the College are invited to co-operate with the English department to secure a reasonable degree of correctness in spoken and written English. Teachers are invited to call the attention of the English department to any student whose English is poor.

Any instructor may require any student in his department who shows a deficiency in oral or written English to report to the English department for further instruction, even tho the student has already met the catalog requirement in English.

**1. Oral Literature and Composition for the Lower Grades**—Three hours. First half-quarter. Daily. Miss Statler.

Oral Literature and Composition, including the arrangement of story-sequences, the principles of story-structure, and the treatment of myths and the folk-epoch for children.

**2. Literature and Composition for the Upper Grades**—Three hours. First half-quarter. Daily. Mr. Phillips.

Literary materials for the upper grades, with some attention to the appropriate materials and the principles of grade work in composition.

**3. Story-Telling**—Two hours. Four days. First half-quarter. Miss Statler.

In this course the following phases of Story-Telling will be considered: A brief survey of the history of Story-Telling; the educational value of the story, and the characteristics of a good story; classes of stories. Each student is expected to collect individual bibliographies of stories. Work in the practical telling of stories to children will also be a feature of the course. Textbook: "Story Telling for Upper Grade Teachers," Cross and Statler.

**4. Functional English**—Required of all Junior College students. Four hours. Full quarter.

Mr. Cross, Mr. Phillips and Miss Hawes.

Grammar, and oral and written English, from the point of view of their function in guiding the student in the correct use of English in

speaking and writing. Practice in sentence making, sentence analysis, recognition of speech faults, and means of correcting them; and practice in both oral and written composition.

**6. Appreciation of Literature**—A general literary course. Recommended to all students. Two hours. Daily. Either half-quarter.  
Mr. Cross and Miss Tobey.

An elective cultural course intended to "expose" students to the influence of some of the best literature of the world in the form of story, novel, essay, drama, and lyric and narrative poetry. The hope of the instructors is that students so exposed may find great literature mildly "taking." The course is mainly the hearing of good literature read effectively and with appreciation of its value in the class. Enough work is assigned for outside reading to give the student an active participation in the course and to make the study worthy of the two hours credit assigned to it.

**8. The History of English Literature**—Four hours. Full quarter. Two hours credit may be earned in either half-quarter.

Mr. Phillips and Dr. Stratton.

Junior College or Senior College. A reading course following the chronological development of our literature from 670 to 1660.

**Beginning Courses for English Majors**—Every student who expects finally to major in English should take in the first year, if possible, three foundation courses in English and American Literature. Such students should register for English 8, and then follow that course up with English 9, and English 10. All students, whether special students in English or not, who wish to study the background courses in English are, of course, welcome in these classes.

**106. The Teaching of English in the High School**—Three hours. Daily. Second half-quarter. Dr. Stratton.

Principles for the selection of literature for Junior and Senior high school pupils considered critically; illustrative studies in the treatment of selected pieces; study of types of composition work for Junior and Senior High School, with illustrative practice in writing.

**128. Shakespeare's Plays**—Four hours. Full quarter, or two hours either half-quarter. Mr. Phillips and Dr. Stratton.

Ten plays of Shakespeare. Three courses in Shakespeare, running thru an entire year take up the whole of Shakespeare's work. It is imperative that students expecting to become high school teachers should have Course 127, and desirable that they have all three.

**134. Modern Plays**—Fours hours. Full quarter, or two hours either half-quarter. Mr. Cross and Dr. Stratton.

Reading and class discussion of thirty plays that best represent the characteristics, thought-currents, and the dramatic structure of plays since Ibsen.

**135. The War Literature**—Two hours. Second half-quarter. Mr. Cross.

A reading course with discussions covering novels, plays, lyrical poetry, narratives and philosophical writings reflecting the thought of the world upon the war and its implications.

## ORAL ENGLISH

FRANCES TOBEY, A.B.

**8. Dramatic Art**—Four hours, full quarter. Two hours either half-quarter. Miss Tobey.

The consideration of comedy as a type of drama, with the intensive and comparative study of a Shakespearean comedy. The group presentation of Shakespearean comedy and other types of standard drama on the campus.

**9. The Teaching of Reading**—Four hours, full quarter. Two hours either half-quarter. Miss Tobey.

The selection, organization and adaptation of reading material in the grades. Method of teaching, based upon progressive defined principles. An estimate of the relative values of oral and silent reading. A study of motivation in the field of reading.

**3. The Appreciation of Literature—Two hours, first half-quarter.**  
Miss Tobey.

This course alternates with Course 6 in the Department of Literature and English, offered the second half-quarter by Mr. Cross. The object of the course is to subject students to the contagion of beauty and power in literature thru the luminous oral reading of various type models. Definite reactions are invited from the class; but since much of the work 's done during the class period, five actual hours of recitation command two credit hours per half-quarter.

**11. Oral Composition—Two hours, full quarter.. One hour, either half-quarter.**  
Miss Tobey.

The endeavor of the instructor is to establish the student in accurate speech habits, and to encourage fluency, vigor and the logical marshalling of his thought in discourse of varied types. Some attention will be paid to method. Since the work is largely done in class, the group meets three times a week for one hour's credit each half-quarter.

**101. The Reading of Lyric Verse—Two hours, full quarter. One hour either half-quarter.**  
Miss Tobey.

The content of this course during the Summer Quarter will be modern lyric poetry. The dominant tendencies in contemporary English and American verse will be studied. Attention will be paid to insightful oral interpretation of selected poems.

**115. The Festival—Four hours, full quarter. Two hours either half-quarter.**

Miss Tobey, Miss Keyes, Miss Scharfenstein, Mr. Kendel, Mr. Isaacs.

This is a joint course offered by the various departments contributing to festival activities. For the past decade the College has fostered the dramatic festival, involving a fusion of several arts in a unity of beauty and significance. The historical or racial festival is studied; its origins, forms and various elements of objectivity. Research and original work are directed and some one plan originating in group initiative is presented with artistic unity on the campus. An instructor from the Departments of Oral English, Music, Art, Physical Education, and Household Art, successively, will meet the group, offering general resource, each in his particular field, and directing jointly the specific activities developed.

Five hours of recitation will be the basis of two credit hours each half-quarter.

## ROMANCE LANGUAGES

EDWIN S. DUPONCET, Ph.D.

**Spanish 1. First Year Spanish—Four hours. Martes, Miercoles, Jueves y Viernes.**

La enseñanza de la asignatura en este curso, comprenderá dos partes: una referente a los fundamentales de la gramática, y otra a la traducción de obras faciles de tales autores como: Juan Valera, y Pedro de Alarcón.

**Spanish 6. Intermediate Spanish—Four hours. Martes, Miercoles, Jueves y Viernes.**

La parte práctica consiste en lectura y traducción por los alumnos de textos españoles: Textos que se recomiendan: Valdes: La Hermana San Sulpicio, y Tirso de Molina's La Prudencia en la Mujer.

**Spanish 106. Advanced Spanish—Three hours. Martes, Jueves y Viernes.**

Este curso tratará de la enseñanza de la lengua española en las escuelas de primera enseñanza, y también la Historia de la Literatura Española.—Abraza desde los orígenes de la literatura española hasta el siglo XIX, incluyendo como antecedentes las manifestaciones romana, visigoda, cristiana, y árabe.... Esta asignatura se explica con lecturas de modelos, crítica de los mismos y conferencias orales y escritas por los alumnos. Textos que se recomiendan: Ford's Old Spanish Readings, Amador de los Ríos, Ticknor, y Fitz-Maurice Kelley, tituladas: "Historia de la Literatura Española.

**French 1. Beginners Course**—Four hours, full quarter.

Thieme and Effinger's French Grammar. Special attention to pronunciation, writing and reading. Daily practice in the phonetic markings of all new words.

Texts: Méras' *Le Premier Livre en Français* and La Biche's *La Grammaire*.

**French 6. Second Year or Intermediate French**—Four hours, full quarter.

For those who have had one year's work and less than two. Rapid review of Grammar. Considerable opportunity for speaking the language, as but little English will be used in the class room. Plays, novels and short stories of some of the greatest writers of the past century will be read and studied.

Texts: *Le Livre de Mon Ami*, by Anatole France; *Le Marquis de Priola*, by Henri Lavedan and *Ruy Blas* by Victor Hugo.

**French 106. Graduate French**—Four hours, full quarter.

That course will be offered for which the greater number enroll. French 106 will be devoted to the life, methods, purpose, and achievements of Edmond Rostand, as the leading French Dramatist. All of his plays will be reviewed and one each quarter will be studied in class, preferably: *Cyrano de Bergerac* and *Chantecler*.

**French 117. The Teaching of French in Secondary Schools**—Two hours, both half-quarters. It is advisable that students register in advance for either of these courses, 106 or 117.

Lectures, essays and discussions, practical demonstration work in the Training School and Industrial High School. The purpose is to present the modern point of view in the teaching of living languages; the value of the direct method, the discipline in translations, the amount of work to be covered during the first year of the study of any language, the results to be obtained, the various aids in learning genders, and the difficulties of pronunciation. Every thing that can be resolved into a problem will be presented and treated as fully as our present means offer.

**LIBRARY SCIENCE**

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

**1. Library Reference Work**—One hour, either half-quarter. Tuesday and Thursday. Mr. Carter.

An introductory course intended to familiarize the student with the arrangement of the books and general classification scheme of the library. A brief study is made of the catalog and various indexes; also the various standard books of reference, dictionaries, encyclopedias, etc., the purpose being to acquaint the student with the most ready means of using the library and of making it of the most value in the college course.

**MUSIC**

JOHN CLARK KENDEL, A.B., Director  
 M. EVA WRIGHT, Piano, Pipe Organ  
 JOSEPHINE KNOWLES KENDEL, Voice  
 LILA MAY ROSE, Pd.M., Public School Methods  
 NELLIE B. LAYTON, Pd.M., Piano  
 LUCY B. DELBRIDGE, Pd.M., Violin  
 H. W. BURNARD, Flute, Oboe

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 professional, historical, literary, and esthetic side of music and are meant for those who wish to specialize in school music and become supervisors; or for those who wish to become professional teachers of vocal and instrumental music.



Courses for grade teacher and general student: Music 1, 2 and 3.  
 Courses for supervisors and professional teachers of music: Music 2, 5, 7, 8, 9, 10, 12, 13, 14 and 115.

Courses which are cultural in their nature and meant for the general or special student: Music 7, 10, 12, 13, 14 and 16.

**Private Instruction**—The Conservatory offers private lessons in Voice, Piano, Pipe Organ, Violin, Orchestral, and Band Instruments. Send for special Music Bulletin.

Courses in the conservatory will be offered in full during the summer quarter. Any students wishing to either begin or continue their studies in voice, piano, organ, or violin will have an unexcelled opportunity to find artistic instruction at a very nominal fee. An organ has been installed during the last year and we have a wonderful opportunity for students interested in organ to secure additional teaching and practice facilities. For students wishing to devote their entire interests to music study, there will be a special summer rate for those taking three or four lessons a week with a discount of ten per cent from the regular charges. Practice pianos may be rented at a nominal fee at the college. Special bulletin information upon request. During the summer quarter the department contemplates presenting an oratorio and opera. Those interested in chorus work should get in touch with the director as soon as possible. The Wednesday evening orchestra concerts will be continued as a popular means of musical inspiration.

### Courses Primarily Junior College

**1. Sight Reading**—Required of Majors in Music. Open to Senior College students. Four hours. Offered for the full ten weeks only.

Notation, theory, sight reading. 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**—Required of Majors in Music. Open to Senior College. Four hours. First half-grades 1 to 4, inclusive; second half-grades 5 to 8, inclusive.

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 present all phases of the work. Prerequisite for this class, Music 1 or its equivalent.

**3. Kindergarten and Primary Music**—Open to Senior College. Two hours, second term.

Designed especially for kindergarten and primary teachers. Songs and music adapted to children of these departments will be studied and sung. The care and development of the child voice; the teacher's voice; methods of instruction; practice singing and rhythm exercises will be presented.

**115. School Entertainments**—Open to Junior College. Two hours. Second half-quarter.

Practical programs for all occasions. Thanksgiving, Christmas and Arbor Day. Patriotic programs. Programs of songs of all nations. The term concludes with some opera suitable for use in the grades.

**5. Supervisor's Course**—First half-quarter.

A review in methods for special music students who are looking forward to a major. Conducting, suggestions for assigning work to pupil and teacher in the public schools. A preliminary for the Supervisors' Course.

**6. Chorus Singing**—Open to Senior College. One hour, full quarter.

Worth-while music and standard choruses are studied and prepared to present in concert.

**7. History of Ancient and Medieval Music**—Required of Majors in Music. Open to Senior College. Two hours, first half quarter.

A literary course which does not require technical skill. Open to all students who wish to study music from a cultural standpoint. From earliest music to Bach.

**8a. Harmony**—Required of Majors in Music. Open to Senior College. Two hours, either half-quarter.

Beginning harmony. The work consists of written exercises on basses (both figured and unfigured) and the harmonization of melodies in four voices. These are corrected and subsequently discussed with the students individually. Work completed to the harmonization of dominant discords and their inversions.

**8b and 8c.** Required of Majors in Music. Open to Senior College. Two hours, either half-quarter.

Harmonization of all discords. The circle of chords completed, modulation, etc. The harmony courses continue thruout the year, and the work is planned to meet the individual needs of the class.

**9. Advanced Harmony**—Open to Senior College. Two hours, either half-quarter.

A continuation of Courses 8a, 8b, and 8c.

**10. Methods in Appreciation**—Required of Majors in Music. Open to Senior College. Two hours, second half-quarter.

This course is planned to prepare teachers to present more intelligently the work in Appreciation of Music, for which there is such a growing demand in all our schools. A carefully graded course suitable for each grade is given. The lives and compositions of the composers from Bach to Wagner are studied.

**12. Individual Vocal Lessons**—Required of Majors in Music. Open to Senior College.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers. To make arrangements for this work, consult the director of the department.

**13. Individual Piano Lessons**—Required of Majors in Music. Open to Senior College.

Piano work is arranged to suit the needs and ability of the individual. From beginning work to artistic solo performance. To arrange work, consult the director.

**14. Individual Violin Lessons**—Open to Senior College.

The work will be outlined according to the ability of the student. To arrange work, consult the director.

**16. Individual Pipe Organ Lessons**—Open to Senior College.

The work will be outlined according to the ability of the student. To arrange work, consult the director.

## PHYSICAL EDUCATION

RALPH GLAZE, A.B.  
MARGARET KEYES, A.B.

**14. First Aid**—Required of Physical Education Majors. One hour.

Lectures, demonstrations and recitations. The Red Cross handbook used as text, with reference to other books on the subject. Men and women.

**21. Playground and Group Games.**

This course aims to meet the needs of school and Playground. A practical list of group and team games.

**9. Outdoor Athletics for Women**—One hour.

A recreational course, of advanced team-play games. Hockey, indoor-ball, basketball, track, etc.

**23. Athletic Coaching Course—Men.** Fire hours.

To supply the demand for teacher coaches. Lectures, field practice and competition, managing teams, training men, discipline. Football, baseball, basketball, track, and gymnasium.

**27. Hygiene—Three hours, full quarter.** Required of students specializing in Physical Education. Mrs. Gilpin-Brown.

This course has been organized to answer a need in College for instruction along the line of every-day healthful living. The course will cover the fundamental facts relating to personal health and efficiency. Food and feeding habits, clothing, housing and ventilation, baths and bathing, muscular activity, work, rest, recreation, and avoidance of communicable disease as a health problem, etc., will form the subject matter of the Course. Lectures, recitations, references, assignments and reports.

**5. Outdoor Plays and Games—Four periods, two hours each half-quarter.** Required of Majors in Physical Education. Miss Keyes.

Plays and games progressively arranged from simple circle to highly organized group and team games. This course aims to meet the needs of school and play ground for the lower age periods.

**6. Rhythmic Plays and Singing Games—Four periods.** Two hours credit. First half-quarter. Required of Majors in Physical Education. Miss Keyes.

A course for those desiring play material for the lower grades.

**7. Folk Dancing—Four periods.** Two hours credit each half-quarter. Required of Majors in Physical Education. Miss Keyes.

Folk and national dances selected and arranged to meet the needs of school and play grounds. A study of the Folk dance Movement.

**108. Esthetic Dancing—Four periods.** Two hours credit each half-quarter. Miss Keyes.

Technic of the dance. Plastic exercises for the development of bodily coordination and rhythmical responsiveness.

**109. Classical Dancing—Four periods.** Two hours credit each half-quarter. Prerequisite, Physical Education 108. Junior and Senior College. Miss Keyes.

Advanced technic. The study and practice of Greek dances.

**110. Interpretive Dancing—Four periods.** Two hours credit second half-quarter. Prerequisite Physical Education 109. Junior and Senior College. Miss Keyes.

The expression of thought and feeling thru rhythmical movements. Musical analysis and the composition of original dances.

**PRACTICAL ARTS**

SAMUEL MILO HADDEN, A.M., Dean

The Practical Arts Division occupies the entire Guggenheim Hall of Industrial Arts. The courses are varied and are organized especially along lines dealing with the technical phases of practical arts education, opportunity being given for study along historical, practical, and theoretical lines. An excellent training department, housed in the Training School Building, gives full opportunity to put into practice in a teaching way the ideas presented in the various courses. This gives an opportunity for the individual students not only to become acquainted with the underlying principles in the work, but also the added advantage of teaching these branches in the Training School under expert supervision.

The Guggenheim Hall of Industrial Arts is a beautiful white brick building, built especially to house practical arts work. The equipment is modern; and the museum, housed in the building and covering the various phases of practical arts education, is the most complete in the Middle West.

**Industrial Arts**

SAMUEL MILO HADDEN, A.M.

RALPH T. BISHOP

CHARLES M. FOULK, Pd.B.

W. O. SCHAEFER

**Courses Primarily Junior College**

**5. Methods in Practical Arts**—Four hours, full quarter. Two hours either half-quarter. Required of all Majors in Industrial Arts, Commercial Arts and Fine and Applied Arts. Mr. Hadden.

The course deals with the historical development and the fundamentals of teaching practical arts subjects in their relations to the other subjects of the school curriculum and their application in future activities that the child will enter.

**8. Elementary Art Metal**—Four hours, full quarter. Two hours either half-quarter. Required of Industrial Arts Majors. Fee, 50 cents. Mr. Hadden.

(a) This course has in mind the designing and creation of simple, artistic forms in copper, brass and German silver.

(b) Also simple, artistic jewelry, including monograms and the setting of semi-precious stones.

**10. Elementary Mechanical Drawing**—Four hours, full quarter. Two hours either half-quarter. Required of Industrial Arts Majors. Mr. Hadden.

This course is designed to give a knowledge of the use of drawing equipment and materials. Problems presented include geometrical drawing, elements of projection, development of surface isometric and oblique projections, simple working drawings and lettering.

**Courses Primarily Senior College**

**109. Advanced Art Metal**—Four hours, full quarter. Two hours each half-quarter. Mr. Hadden.

The base for this course is the designing, making and finishing of artistic jewelry in semi-precious metals; also simple artistic jewelry, with all the steps that are fundamental in stone setting and finishing.

This course is so designed that the instruction is largely individual which makes it possible for a student to begin the work at the beginning of either term during the quarter. All tools and equipment are furnished by the College.

**12. Elementary Architectural Drawing**—Four hours, full quarter. Two hours each half-quarter. Required of all Industrial Arts Majors. Mr. Hadden.

This course includes the making of complete designs of simple one-story cottages, together with details and specifications of same.

**Woodworking and Drafting**

The Woodworking and Drafting Departments of the State Teachers College are the most modern departments to be found in the Middle West. The departments occupy almost all of the first and half of the second floor of the Guggenheim Hall of Industrial Arts. The rooms are large, well ventilated and well lighted. The student in these departments are never crowded for room or hindered in their work from lack of equipment. All equipment is of the latest and best type and is always kept in first class working condition. It is the aim of the departments to employ methods in woodworking and drafting as thoro and practical as are to be found in the regular commercial shops. All classes in shop work are double period, giving the student plenty of time to work out problems well worth while. Students are not compelled to work from models, but are given plenty of opportunity to make use of their own ideas with proper help and guidance.

- 1. Elementary Woodworking**—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Full quarter. Mr. Foulk.

This course is arranged to take care of the student who has had no woodworking and wishes to begin at the bottom of the subject and work his way up. In this course the student is taught the names of the different woodworking tools, their uses and how to keep them in order. Just as rapidly as the student acquires a working knowledge of the simpler tools he is given real and useful problems to work out. No set line of problems is required, but the student will be pushed forward as rapidly as his ability will warrant.

- 2. Intermediate Woodworking**—Required of Industrial Arts Majors. Four hours. Fee, \$1.00. Full quarter. Mr. Foulk.

This course is a continuation of Course 1, and is designed for those who wish to continue the work, and deals with the more advanced phases of woodworking. This course will be found to suit those who are particularly interested in High School Manual Training.

- 19. Wood Turning**—Required of all Industrial Arts Majors. Four hours. Fee, \$1.00. Full quarter. Mr. Foulk.

The aim of this course is to give the student a working knowledge of the woodworking lathe, its care, use and possibilities. Many different and varied types of problems will be worked out, such as cylindrical work, working to scale, turning and assembling objects consisting of varied designs, the making of handles, mallets and such articles as are required in the upkeep of a Manual Training shop. The care of the different lathe tools will be found to embrace an important part of this course.

**Note**—Any Woodworking Course listed in the regular Year Book and marked "On Demand" can be taken during the Summer Quarter by special arrangement with the head of the Woodworking Department.

### Printing

- 1. Elementary Printing**—Four hours, full quarter. Two hours either half-quarter. Mr. Bishop.

The aim of this course is to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type-composition. He will carry simple jobs thru the various stages from composition to making ready and printing on the press.

- 2. Intermediate Printing**—Four hours, full quarter. Two hours either half-quarter. Mr. Bishop.

A continuation of elementary printing, with a view to making the student more proficient in fundamentals of the art. The principles of typographic designs will be studied in the designing and composing of letter-heads, tickets, programs, etc. Color study in selection of papers and inks.

- 3. Advanced Printing**—Four hours, full quarter. Two hours either half-quarter. Mr. Bishop.

A continuation of the study of typographic design in the laying out and composition of menus, title and cover-pages, advertisements, etc. Imposition of four and eight page forms, advanced press work and a study of plate and paper making will be given.

- 4. Practical Newspaper Work**—Four hours, full quarter. Two hours either half-quarter. Mr. Bishop.

The various processes incident to the printing of a newspaper will be performed by the student in this course.

### Bookbinding

- 1. Elementary Bookbinding**—Four hours, full quarter. Two hours either half-quarter. Mr. Schaefer.

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, glueing, 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.

**2. Intermediate Bookbinding**—Four hours, full quarter. Two hours either half-quarter. Mr. Schaefer.

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.

### Fine and Applied Arts

WALTER F. ISAACS, B.S.  
AGNES HOLMES, Pd.M.

#### Courses Primarily Junior College

**1. Elementary Drawing and Design**—Two hours, either half-quarter. Mr. Isaacs.

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.

(b) The study of elementary design principles. Exercises involving line, space, and color.

**2a. Lower Grade Methods**—Two hours either half-quarter. Miss Holmes.

**2b. Applied Design**—Two hours either half-quarter. Miss Holmes.

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.

**3. Freehand Drawing**—Two hours either half-quarter. Mr. Isaacs.

Drawing in charcoal, pencil, pen and ink, and colored chalk, from still life and casts; outdoor sketching; principles of perspective.

**5. Water Color Painting**—Two hours either half-quarter. Mr. Isaacs.

Studies are made from still life, flowers and landscape. The student is allowed freedom of technic.

**7. Pottery**—Four hours, full quarter. Two hours either half-quarter. Miss Holmes.

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.

**12. Household Art Design**—Two hours, either half-quarter. Mr. Isaacs.

The execution of designs for interior decoration and costumes.

**11. History of Architecture**—One half hour either half-quarter. Mr. Hadden.

Illustrated lectures on the development of architecture; interpretations of famous buildings.

#### Courses Primarily Senior College

**15. Methods in Art Supervision**—Three hours, full quarter. Mr. Isaacs.

The supervision of art education in city systems; the planning of a course of study; methods of teaching.

**Commercial Arts**

JEHU BENTON WHITE, B.S.  
FRANK W. SHULTUS, A.M.

The courses in Commercial Education are designed to meet the growing demand for professionally as well as technically trained Commercial Teachers. In these courses we have in mind the vocational school, the high schools, and normal schools or colleges.

The courses in Commercial Education are so organized that those who have had little or no training along Commercial lines may begin their study in our Summer School and at the same time those who have had training elsewhere may continue their work, taking advanced courses in any line of Commercial Education.

In all the courses offered in Commercial Education, especial emphasis will be given to the latest methods in presenting the subjects and the most up-to-date equipment to be had in connection with this line of educational activity.

**40. Business English—Two hours, first half-quarter.**

Mr. White.

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

**41. Business Correspondence—Required of Majors in the Commercial Arts. Two hours, second half-quarter.**

Business letter writing in all of its phases will be studied in this course. The latest and most improved methods in advertising, selling and collecting by mail.

**1. Principles of Shorthand—Required of Majors in Commercial Arts. Four hours, full quarter.**

Mr. White.

A study of the first ten lessons of Gregg Shorthand with supplementary exercises.

**11. Elementary Typewriting—Required of Majors in Commercial Arts. Two hours either half-quarter.**

Mr. White.

Beginning work in touch typewriting, covering position at machine, memorizing of keyboard, proper touch and correct fingering, with instruction in care of machine.

**6. Methods in Commercial Education—Required of Majors in Commercial Arts. Two hours.**

Mr. White.

The entire commercial field will be included in this study. Equipment; the course of study; special methods; equipment of teacher; relation of business school to the community.

**12. Typewriting. Business Letter Writing—Required of Majors in Commercial Arts. Two hours either half-quarter.**

Mr. White.

Study of approved forms and circular letters, addressing envelopes, manifolding and tabulating.

**13. Advanced Typewriting—Required of Majors in Commercial Arts. Two hours either half-quarter.**

Mr. White.

A study of the preparation of all kinds of legal documents, speed practice, direct dictation to the machine, and arranging and copying rough drafts, specifications, etc.

**Note**—Other courses will be organized if there is sufficient demand.

**53. Commercial Arithmetic—Four hours. Two hours either half-quarter.**

Mr. Shultis.

During the first half-quarter the work will deal with the fundamental operations and fractions, including drills in short cuts and rapid computations.

In the second half-quarter the work will deal with percentage and its applications. Some new and effective methods of teaching bank discount will be offered.

**50. Elementary Bookkeeping—Four hours. Mr. Shultis.**

This extends thru the full quarter, but students who desire may begin at the second half-quarter and receive whatever credit they earn.

The principles of double entry are presented. The journal, sales books, cash-book, purchase book, and ledger are explained and illustrated.

**51. Intermediate Bookkeeping—Four hours.**

This extends thru the full quarter, but students who desire may begin at the second half-quarter and receive whatever credit they earn.

The subject matter of this set is wholesale accounting. Special column books will be used.

**52. Advanced Bookkeeping—Four hours.**

This is a continuation of 51. It will be continued thruout the quarter.

**150. Bank Accounting—Four hours.**

This course can be taken by those who have had at least two preliminary courses. It will run thru the quarter.

It deals with the principles of accounting as practiced in modern banks.

**56. Business Penmanship—Four hours. Continued thru the quarter.**

This course consists of drills and discussion of methods in arm movement writing. The Palmer manual will be used as a basis for the work. Students may not be enrolled in this class for the second half-quarter unless they have been in attendance the first half-quarter or are able to do advanced work.

## AGRICULTURE

J. HORACE KRAFT, A.B.; B.S. in Agr.; B.S. in Ag. Ed.

The work in Agriculture treats of the underlying principles of plant and animal culture and their improvement. It is designed to interest students in and put them in touch with the things of rural life. Practical work in gardening, visits to adjoining ranch and dairy, and laboratory work in soil examination and seed testing, help the student to a practical understanding of the subject.

**1a. General Agriculture. Farm Crops—Four hours, full quarter, or two hours either half-quarter. Fee, 50 cents.**

This course will include the study of corn, wheat, oats, rye, barley, and the pasture and forage crops. The adaptation and cultural methods will be noted and judging of the grains from standpoint of seed selection.

**1b. General Agriculture. Farm Animals—Four hours, four days, full quarter or two hours either half-quarter. Fee, 50 cents.**

Horses, beef cattle, dairy cattle, swine, sheep and poultry will be studied from standpoint of market and breed types. Practice in judging of all the different animals, also testing of milk for butter fat and the study of cream separators. By taking courses 1a and 1b the student can cover the field of general agriculture in one summer quarter.

**3. Agricultural Nature Study—Two hours, four days. Will be offered each half-quarter.**

This is a brief course for those who are interested in primary and grade work. It deals with the agricultural side of nature study. Farm crops, domestic animals, and soils are considered briefly. Some attention is given to school gardens.

**6. Methods in School Gardening and Truck Crops—Four hours. Four days, full quarter. Two hours either half-quarter.**

A discussion of the general principles of gardening. The adaptability of the different garden crops for home use and commercial production. Methods of conducting **garden clubs**. Garden making.



**120. Soils and Soil Fertility**—Four hours, four days, full quarter, or two hours either half-quarter. Fee, 50 cents.

A study of the origin, classification, structure, and texture of soils, conservation of the fertility, crop requirements, stable and green manures. Management of soils under irrigated and dry land farming. Field and laboratory practice.

**130. Methods of Teaching Agriculture**—Two hours, four days, will be offered each half-quarter.

In this course a selection and adaptation of materials and subject matter to the work in Agriculture is made. The methods of teaching the different subjects are fully discussed. The organizing and carrying on of home projects and club work is emphasized. The opportunity is offered in this course for individual research along the line of courses of study in agriculture for either the grades or the high school.

### HOME ECONOMICS

HELEN PAYNE, B.S., Director  
 MRS. MERLE KISSICK-SWAIN, Ph.B., A.B.  
 GLADYS SCHARFENSTEIN, Ph.B.  
 ELIZABETH CLASBEY  
 WILKIE LEGGETT, B.S.  
 CORA DE VAULT, B.S.

The courses in Home Economics are planned to meet the needs of those wishing to teach these subjects in elementary and high schools. All courses will stress the relation of Home Economics to the food administration and the growing need of an intelligent understanding of the food situation.

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

All students in Household Science laboratory are required to wear white waists and skirts and to provide themselves with apron, towel and holder.

### Household Science

**1. Elements of Cooking**—Four hours, full quarter; two hours either half-quarter. Fee, \$2.00. Miss Leggett.

A general survey of the principles of cookery with practical application in the laboratory. Special work in food conservation.

**3. Cooking and Serving**—Four hours, full quarter; two hours either half-quarter. Fee, \$2.00. Miss Leggett.

The principles of cookery applied in planning, preparation and serving meals. Special emphasis is placed upon food costs and table service.

**6. Catering**—Four hours, full quarter; two hours either half-quarter. Fee, \$2.00. Miss Leggett.

Practice in quantity buying and serving is especially emphasized. Menus are planned and served for either private or college functions.

**7. Housewifery and Sanitation**—Four hours, full quarter; two hours, either half-quarter. Miss Payne.

Study of methods of cleaning, sanitation and health, house furnishings and appliances.

**8. Food Production**—Four hours, full quarter; two hours either half-quarter. Miss Payne.

Study of production, storage, transportation, composition and use of foods. Special work on current food problems.

**9. Household Management**—Four hours, full quarter.

Miss Payne.

Management and care of practice cottage for one month; study of evolution of family life, family budgets, women's work and relation of home to community.

**Emergency Food Course**—One hour, full quarter; one-half hour each half-quarter. Miss Payne.

Study of current food problems and work of food administration; recipes for bread and meat substitutes.

### Household Art

**1. Household Art Crafts**—Four hours, full quarter; two hours each half-quarter. Miss DeVault, Miss Scharfenstein.

Study of construction and decoration of articles for the home and personal use, stressing accuracy of construction and application of good design; handwork course.

**2. Machine Construction**—Four hours, full quarter; two hours each half-quarter. Miss DeVault, Miss Scharfenstein.

Fundamental principles of garment making; four problems based on drafted patterns.

**4. Advanced Dressmaking**—Four hours, full quarter; double period. Mrs. Kissick-Swain.

Development of method of procedure, accuracy, speed and manipulation in handling dressmaking problems.

**5. Millinery**—Four hours, full quarter. Mrs. Kissick-Swain.

Study of basic design principles applied to the hat and silhouette; practical shop methods of construction with new materials, remodeling and copying designs in fabrics.

**Textiles**—Four hours, full quarter. Mrs. Kissick-Swain.

Identification of textile fabrics thru work with structure, color, price, judgment by microscopical, chemical and physical study.

**7. Dressmaking Practice**—Four hours, full quarter; two hours either half-quarter.

First term, Miss DeVault; second term, Miss Scharfenstein.

Practice in correct method of work and technic in construction of cotten or linen tailor fabrics; commercial patterns.

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# Colorado State Teachers College

Greeley, Colorado

*SUMMER QUARTER, 1918*

## The Calendar

### THE FIRST HALF QUARTER

June 17, Monday—Registration Day for the Summer Quarter.

June 18, Tuesday—Classes begin.

A fee of one dollar is collected for late registration after Monday, June 17.

July 4, Thursday—Independence Day.

July 19, Friday—The first half of the Summer Quarter closes.

Students may enroll for either half-quarter independent of the other. Many courses run thru the first half-quarter only. Some run thru the second half-quarter only. A number of the courses, especially the required courses, must be taken thruout the whole quarter before any credit will be given.

Normal hours of credit: Either half-quarter, 8 hours; full quarter, 16 hours.

### THE SECOND HALF-QUARTER

July 22, Monday—New enrollments. Classes begin.

August 23, Friday—The Summer Quarter closes. Graduation Day.

### 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. Mature students who have had the equivalent of a high school course, and teachers with several years of practical experience may in exceptional cases be assigned to College classes as Special Students.

### ATTENTION

Every student should read pages 5 to 19 in order to understand the details of College Administration.

### FALL QUARTER

The Fall Quarter begins Monday, September 30, 1918. Ask for the Annual Catalog. Address State Teachers College, Greeley, Colorado, J. G. Crabbe, President.