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BIBLE STUDY FOR COLLEGE CREDIT

"The Greeley Plan"



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COLORADO STATE TEACHERS COLLEGE

GREELEY, COLORADO

LOCATION

Teachers College is located at Greeley, in Weld County, on the Union Pacific and the Colorado & Southern Railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre River, one of the richest agricultural portions of the state. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes and contains churches of all the leading denominations. It is a thoroly prohibition town. There are about 10,000 inhabitants.

ORGANIZATION OF THE COLLEGE

Colorado State Teachers College is an institution maintaining a four-year course for the training of teachers. It also grants the degree of Master of Arts in Education to students who pursue a directed course of study one academic year beyond the usual four-year college course. In accordance with the custom of other teacher training schools and colleges, Colorado Teachers College grants a certificate to students who complete a well-planned two-year course. This certificate is a permanent license to teach in the schools of the state.

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

EXTENSION SERVICE

The Extension Service of the College has been reorganized. It is now a department of the College under the supervision of a Director of Extension. This department is organized and exists for the following purposes:

1. To assist thru co-operative effort, state, county and district school officials in their efforts to improve the efficiency of their schools.
2. To give instruction to teachers in service and to extend the opportunities of the institution to all persons who wish to work under its guidance.

To carry out the second purpose of the Extension Work of the College, systematically organized instruction is given to teachers and other students under the following plans:

The Group Plan.—Groups are organized in centers and an instructor sent out from the College to conduct a course. Where this is inconvenient a local instructor or a class leader is appointed by the College to have charge of the group.

Individual Plan.—Under this plan courses are offered by regular members of the faculty thru individual correspondence by means of study unit Syllabi. Fifteen study units constitute a five-hour course. Thus, each study unit is the equivalent of four prepared recitations.

Persons interested in these phases of the extension service should ask or write for the Hand Book of the Extension Department.

THE GREELEY PLAN OF BIBLE STUDY FOR CREDIT IN COLORADO STATE TEACHERS COLLEGE

The Plan

Colorado State Teachers College is so frequently asked to explain the working of "The Greeley Plan" of conducting classes in systematic Bible Study and of giving credit for such work in a state supported college that it has seemed wise to make a statement in print of the details of this plan such as would make clear to other state supported colleges and universities, who desire to do similar work, just how this course is conducted.

The Need.—Colorado Teachers College is a vocational school with a single function—that of preparing teachers for all the kinds of teaching positions in the state. It realizes that no teacher performs her whole service to the community in which she works merely by teaching classes in the various branches of the course of study from nine A. M. to four P. M. five days in the week. Individuals in the school districts may suppose that that is the teacher's whole duty. But all thoughtful persons realize that the teacher must take up a portion of the work of community organization. Indeed, in many cases the teacher must not only co-operate in all community activities, but must actually assume leadership in these. These community interests vary. They include boys' farming clubs, girls' housework clubs, boy scout troops, campfire girls' clubs, literary clubs, welfare clubs, the various branches of church and Sunday school work, and a number of other activities.

No one community is likely to have all of these social welfare activities, but nearly every school district has its Sunday school, and naturally expects the teacher to work in the Sunday school either as an officer or a teacher of a class. The college for many years has considered it to be one of its important functions to prepare those who are to be its graduates for this kind of work. Recently, thru its Department of Education, it has undertaken to prepare its students to do the other kinds of social welfare work, such as that of boy scout leaders, campfire girl organizers, etc. This is done thru what is known as the Community Cooperation Plan.

The assumption has long prevailed that any moral person with a tendency to piety is well prepared to teach children in a Sunday school. As a consequence of this absurd notion, the teaching in Sunday schools has been, and to a large measure still is, pathetically ineffective. Children go to Sunday school all their days and continue to go after they become men and women. And yet they acquire neither the principles of Christian living nor a knowledge of the history of the development of the highest type of religious culture the world has known, nor a feeling for the literature which records that spiritual development.

The purpose of the "Greeley Plan" is to provide college students with a working knowledge of the literature and history of the Old and New Testaments such as will serve them as foundational equipment for teaching in Sunday schools and to give them as well some instruction in the pedagogy of religious education and training. Even to the student who never expects to teach or work in a Sunday school a knowledge of this significant body of literature, the Bible, is doubtless worth while for its own sake. The vocational motive is, however, the main justification for the course in a teachers' college.

An Extension Course.—The College has for years maintained an Extension Department thru which active teachers could carry on a part of their work outside the college walls during the months when they were teaching. These teachers then obtain a leave of absence or come to the College during the summer quarters to do their residence work. Naturally when the College wished to organize classes in religious education which should be conducted without the expenditure of state money and outside of state buildings, the Extension Department was selected as the directing agent for the work. The exposition of this course might properly have been included as a section in the regular Extension Bulletin. But it requires more space than could have been given it in that pamphlet, and many ask for this information from one end of the country to the other, who have no interest in the other extension courses.

The Plan and the Law.—The State Teachers College of Colorado has for a long time been thoroly alive to the need for something more systematic and effective in Religious and Moral Education than has yet been offered in the public schools or in the Sunday schools. It is well aware of the fact that as a state educational institution it cannot with propriety offer courses in religion; for it is next to impossible for even the broadest minded religionist to give such courses of instruction free from the touch of personal or denominational coloring.

Nor does the College wish to ignore or evade the legal restriction of the state of Colorado regarding the expenditure of state money for any form of religious instruction. It was this desire to comply with both the letter and the spirit of the law and at the same time to provide adequate religious and moral training for its students, themselves preparing to be teachers of children, that moved the College seven years ago to try as an experiment what has now become known all over the country as "The Greeley Plan for Religious and Moral Instruction in State Institutions."

The Fundamental Idea.—The State Teachers College frequently is requested to accept work done in other institutions of learning, in other schools, and in private study, and to allow the credit granted for such work to be applied toward making up the total requirement for graduation. It has never been particular about the name or kind of institution from which such work is brought, but it has been careful to inquire into the **quality** and **quantity** of the work presented. It sees no reason why credit should not be granted to a student who, in another college, has had a course in Biblical literature or history. Nor does it see why such credit should depend upon the kind of school from which it comes. To put the same idea positively, if the College receives an application for credit for work done elsewhere, in college, school, Sunday school, or in private study, it carefully inquires about the **QUALITY** of the work, bases its judgment on the criterion of scholarship alone, and grants or refuses credit as the case deserves.

The plan seems then to come well within the limitations of the laws of Colorado and other states which have placed restrictions upon its state supported schools concerning religious instruction in the schools, for—

No state money is spent for this instruction. The classes do not meet in college rooms or on college grounds. Credit is accepted for Bible study just as it would be for work done in other schools in mathematics, French, or domestic science, and applied as if it were credit given in the form of advanced standing.

The legal aspects of the "Greeley Plan" were examined informally by local attorneys thoroly informed upon the state laws, and later reported favorably by a distinguished jurist of nation-wide reputation. All these reports gave assurance to the College that the plan was not a violation of either the letter or the spirit of the state or national constitutions or statutes.

History of the Plan

Seven years ago the Young Women's Christian Association, a strong organization in the school, was conducting Bible classes of small groups of students. These classes appealed only to those affiliated with the evangelical churches. They were viewed with disapproval by other denominations, and, in fact, received but half-hearted support from the local churches with which these students were associated. The ministers complained that students who should attend their churches and Sunday schools felt that their religious obligations had been met if they had attended the weekly devotional meeting of the Young Women's Christian Association and the study group to which they belonged. The students had but little to do with the local churches. What they got in their study-groups was not an intellectual foundation for faith, but merely personal application of religious precept—good enough so far as it goes but insufficient for one who is seeking to become an educated person in an intellectual age.

The dissatisfaction of the local ministers with the plan became acute. Certain of the denominations objected to the exclusion of their adherents from active membership in the Young Women's Christian Association. And then necessity found the way out. One of the most scholarly of the local ministers, Mr. DeWitt D. Forward, a man of knowledge, of insight, and of great enthusiasm—conferred with Mrs. Allen Cross, then President of the Advisory Board of the Young Women's Christian Association, and after going into the matter thoroly, they made a report to the President of the College, Dr. Z. X. Snyder, asking that arrangements be made for conducting Bible study groups in the churches of the city and granting credit for the work in the same manner that credit was being granted for other extension classes.

The President accepted the recommendation and asked the director of extension work to confer with a committee composed of the President of the Advisory Board, and the Student President of the Young Women's Christian Association, and representatives of the local ministers' organization to work out the plan in detail.

Originally the ministers of the Baptist, Methodist, Congregational and Roman Catholic churches were members of the committee.

The report that they made to the President covered five details of organization: The Course of Study, the Text-books to be Used, the Appointment of Teachers, the Organization of Classes, and the Method of Granting Credit for the Work. In the test of actual practice a few changes were found to be desirable; but in the main the plan in use at present is identical with that originally proposed.

The credit for the early success of this work is largely due to the enthusiasm, clear vision, and patience of the Reverend DeWitt D. Forward, Mrs. May Miller Cross and Mrs. Ethel Dullam Knowles, who launched the movement and saw it thru its early struggles. The two ladies were during the first two years of trial successively President of the Advisory Board of the Young Women's Christian Association. Credit must be given also to Mrs. Anna Hileman Hugh, Bible Study Chairman of the Christian Association's Advisory Board, for the practical direction of the work in the Association, and to the Reverend Father Andrew B. Casey, for his intelligent and persistent support of the movement, and winning the approval of the authorities of the Roman Catholic church in the Colorado diocese.

The College Director of Bible Study for the first year was Mr. Allen Cross, Professor of Literature and English. Then the work was directed for two years by the then Professor of Education, Dr. Irving E. Miller. Since that time it has been in the hands of Professor Cross.

The Plan In Detail

The Course of Study.—In Teachers College students are accepted for entrance whose preparation has covered the usual four-year course in a reputable high school, or the equivalent of that. The College course designed to prepare teachers for elementary school positions is

two years in length. Since most of our students go out to teach at the end of this course of two years, the plan provided for the foundations of a knowledge of Biblical history and literature to be established in the work of two years. The committee was painfully aware of the lack of information about the contents of the Bible which is characteristic of most young people of our time. They said, then, that the two-years' course should aim to give the student, not a detailed, but a comprehensive study of the story of the Hebrew people, legendary and historical; of the growth of their religious ideas; of the life and teachings of Jesus, and the work and teachings of the Apostles. It recommended that a comprehensive, consecutive study of the books of the Old Testament should be the work of the first year, and that the materials of the New Testament should be taken up in the second.

This recommendation was adopted and has been adhered to from the beginning. Some supplementary lessons having to do with teaching methods in the Sunday schools are given in some of the classes, at the option of the teacher.

The work for the third and fourth years, designed for students who remain in the College for the A.B. degree, and for preparation for positions as supervisors, principals, and teachers of high school subjects, covers in a more detailed way some particular period of Biblical history, with emphasis upon the social and ethical significance of the book studied. This work is given in only one or two of the churches, and then only when there is a number of third or fourth year students, who have had the work of the first two years, large enough to warrant the organization of such classes.

Text-Books.—No one text-book is required. The committee originally recommended a book for each year as a guide to the student in his study of the actual text-book, the Bible. This recommendation is still made. It is understood by all, however, that this is only a recommendation. If the teacher in any one of the churches prefers a book other than the one named by the committee, the book is submitted to the College Director of Bible Study for his approval, and if found acceptable, is used in that class as a substitute for the recommended book.

First Year. Old Testament Studies.—Three text-books have been tried as a basis for the Old Testament work. These are: Chamberlain's *Hebrew Prophets*, Kent's *Historical Bible*, 4 volumes, and Sanders' *History of the Hebrews*. While all of these have been exceedingly good in some respects, no one of them has been found entirely satisfactory. For the year 1918-19 the committee will probably select some one volume introduction to a course of systematic readings from the historical and prophetic books of the Old Testament.

Second Year. New Testament Studies.—For two years Burgess' *Life of Christ* was used. Then the committee recommended Kent's *Life and Teachings of Jesus*, and *Work and Teachings of the Apostles*. Rall's *New Testament History* has been found very helpful.

Variations in Text-books.—Classes in the Roman Catholic church have used Abbe Fouard's "The Life of Christ," and Pope's "The Prophets

of Israel." Some variations in text-books from to time have been authorized for use in some other of the churches.

Supplementary Readings and References.—These books have been supplemented by such others as Professor Kent's "Historical Bible," Cornill's "History of the People of Israel," Cornill's "Prophets of Israel," and for special topics by "The Encyclopaedia Britannica," "The Catholic Encyclopaedia," "The Jewish Encyclopaedia," and Hasting's "Dictionary of the Bible."

Teachers.—The success of this work depends almost entirely upon the quality of the teaching. The College is very careful in the selection of persons not members of its regular faculty to conduct its work in extension groups. It is especially careful in selecting teachers for its groups in Bible study. The teachers are nominated by the superintendents of the Sunday schools. They must then be approved by the College Director of Bible Study before the work of the class will be accepted for credit. The College insists upon the teachers having a good general education, usually indicated by a college degree. Besides this, the teacher must have special preparation for teaching the Bible, and personal fitness for this kind of work. In the nine Greeley churches now supporting these classes all the teachers have had their training in a college or a theological seminary, all but one are graduates, and four out of the nine are Masters of Arts. Every one of the nine meets the requirements of personal fitness and special preparation for teaching the Bible.

Classes.—When the students are enrolled in the College, the Director of Bible Study asks for their church membership or church preference. A list of students preferring a certain church is sent to the pastor of the church. These are then invited by the pastor to join the Bible study class in that church and to take the work either for credit or without, as the student desires. Persons not enrolled in the College may take the work in these classes without credit; or if they desire the College credit, they may enroll as extension students. The classes meet at the Sunday school hour each in its own church. The class period is fifty minutes in length.

Credit.—The regular work for a student in the College is forty-eight quarter-hours in a year of three quarters of twelve weeks each. The student takes a normal allowance of sixteen hours. To this he may add the Bible Study, since the time for preparation and recitation falls outside the regular study program of the week. Two quarter-hours are given for this work. Beside the regular class work of twelve periods, of fifty minutes each, the College asks the student to keep a detailed note-book covering all the work of the quarter, and at the end of the quarter to write a short thesis on some topic which has been especially interesting to the individual student, and to pass a final examination on a set of questions prepared by the teacher and approved by the director. Work of an inferior quality is not accepted. The amount and the quality of this work compares very favorably with that of any department in the College.

Point of View.—The College makes no attempt to dictate the attitude of teachers toward the Biblical material, but the nature of the course makes the point of view of the modern, historical method the natural one. This is welcomed by the College, but not suggested to the teachers as necessary.

The Success of the Plan

From the beginning the plan has been a success. In the first year about a hundred and fifty students enrolled in the classes, and about one-third of these took the work for credit. There has been no great wave of enthusiasm followed by a deadly falling off; but instead, a healthy increase in numbers and efficiency from year to year. From year to year there have been vigorous classes in nine churches in Greeley—the Methodist Episcopal, Baptist, Congregational, Presbyterian, Roman Catholic, United Presbyterian, Unitarian, Episcopal, and Disciples of Christ. The total number enrolled this year, 1917-1918, is 208, more than forty per cent of the students enrolled in the College. One hundred and fifty-eight of these are taking the work for College credit.

The plan meets with the approval of all the Protestant churches of the city, and of the Roman Catholic and Unitarian bodies. The plan has been presented to eminent teachers of the Jewish faith and has been commended by them.

Thus far the College has not thought it best to offer this extension course to other cities than Greeley. The authorities wish to keep the work under the personal supervision of the director, who serves without remuneration, and does this work in addition to that which is regularly his as the head of the literary department of the College. This must be so to comply with the law. Any extension of the course to take in other cities would make the supervision less effective, or necessitate the employment of a supervisor—an impossibility under the law.

Public Interest in the Plan

A great many inquiries have come to the College concerning this plan of Bible Study. This bulletin has been prepared to answer the questions usually asked in these letters. Further information concerning this work may be got from the books and magazine articles which have been written as exposition, analysis, or criticism of the plan and its adaptation and modifications where it has been used elsewhere. The best known of these are:

Wood, Clarence Ashton, **School and College Credit for Outside Bible Study**, cloth, 317 pp. World Book Co. Those who wish to know where the "Greeley Plan" has been used and with what success will find the information in full in this book.

Coe, George Albert, **A General View of the Movement for Correlating Religious Education with Public Instruction**, Religious Education, April, 1916.

Cross, Allen, **Bible Study in State Colleges and High Schools: A Way Out.** *The American Journal of Sociology*, March, 1915. A synopsis and extracts of this article may be found in *Current Opinion* for April, 1915.

Church, Mary Muncy, **Accredited Bible Study, The Biblical World**, July, 1915.

Findings of the Commission on Bible Study in Relation to Public Education. International Sunday School Association, Chicago, 1915.

Correspondence.—This course of study was originally instituted to meet a local situation in Colorado, and the Colorado State Teachers College has never sought to extend the use of the plan to other schools and states, it cordially invites correspondence from those who wish to make personal inquiry about details of this work. Visitors are always welcome at the College and in these classes.

Colorado State Teachers College Community Co-operation Plan

Another phase of the Extension Work of the College quite distinct from the Credit Bible Study is the **Community Co-operation Plan**, originated by Dean Thomas C. McCracken and described below. A special bulletin regarding this work may be had for the asking.

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' Campfires, 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, Business Efficiency Classes, Story Telling Groups, and similar organizations.

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

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

Bible Study In Public High Schools

“The Colorado Plan”

FOREWORD

The inquiries which come to the College concerning the “Greeley Plan” of college Bible Study nearly always ask about its adaptations to high school requirements. The College has never attempted to promote the plan or to give it wide publicity. But to be helpful to those who inquire, it has decided to append an account of this one adaptation of the plan made to meet the needs of the public schools of the state. The adaptation has come to be known thru the publicity given to it by Mr. John L. Alexander of the International Sunday School Association, as “The Colorado Plan.”

A course of study has been worked out in detail for the high schools. This printed course, together with information concerning the working of the plan in Colorado schools may be had by addressing a request to The Secretary, Colorado State Sunday School Association, Denver, Colo.

“A plan of co-operation between high schools and the church schools has been worked out in Colorado whereby Bible Study may be elected by the students and be given credit thruout the entire high school course. The success of the movement in connection with the Teachers College at Greeley led others to believe that a similar plan might be worked out for the high school students of the state.” Wood: **School and College Credit for Outside Bible Study.** World Book Co., 1917.

“This movement began in Greeley, Colorado, moved over to North Dakota, and back again into Colorado.” John L. Alexander.

“I have been on the ground several times and was very much impressed with the practical working of the scheme. I find myself enthusiastic for it.” Henry Suzzallo, President of the University of Washington.

Source of the "Colorado Plan"

Source of the "Colorado Plan."—A committee composed of members of the Colorado State Sunday School Association and the State Teachers' Association has made an adaptation of this plan to meet the needs of high schools. This plan to give high school credit for Bible Study done in the Sunday schools of the various towns and cities was taken up by a number of the high schools in September, 1914. The following extracts from the Teachers' Handbook of the Colorado Plan of Bible Study for Colleges and High Schools, and a Bible Study Syllabus for the High School Students, will explain this extension of "The Greeley Plan." A large part of the labor of preparing this course of study for high schools and securing its adoption in Colorado was done by Reverend Dr. W. A. Phillips, President of Westminster College, Denver, Colorado.

The plan provides that there shall be a four years' elective course of Bible Study for high school students, which shall be adapted to the unfolding life of the pupils, and correlated with the curriculum of the high schools. These courses of study are to be given by the respective churches, Hebrew, Catholic and Protestant alike, at the Sunday school hour if possible, under the instruction of qualified teachers. The pupils successfully completing the course of study shall receive academic credit for work done.

Within the Law.—The plan is clearly within the law. No state or public school building is used for religious instruction. No state funds are used. No religious instruction is given by public school teachers during school hours. The work is conducted in the respective churches during Sunday school hours under competent teachers and is recognized for credit by the high schools of the state. Each denomination, each sect, is therefore privileged to impart instruction to its own children and according to its own canons of interpretation.

The Plan in Detail.—This plan necessitates the standardization of our Sunday schools. If the pupils are to receive academic credit for work done in the Sunday schools, these schools must conform to academic standards of education. The standards of the North Central Association of Colleges and Secondary Schools have been accepted by educators and Sunday school workers of Colorado as the only adequate standard of efficiency for the Sunday school.

Requirements for Teachers.—The teachers of these high school Bible Study classes shall conform to the recognized standard, namely: "The minimum scholastic attainment of high school teachers shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach."

Requirements for the State Sunday School Association.—The State Sunday School Association should maintain and conduct annually graded training schools for Sunday school teachers, in order that the teachers

of these high school classes may be given special training in the subjects they are to teach. Already thru the keen foresight and wise provision of former General Secretary, Rev. John C. Carman, such schools have been organized thruout the state. The response to this program for Religious Education was evidenced in the fact that in 1914-1915 over seven hundred men and women were enlisted in these graded training schools.

Requirements for Pupils.—Pupils desiring to do work in these Bible Study classes should be eligible to membership in an accredited high school, and should expect to conform to all high school requirements concerning attendance, deportment, general attitude and character of work done.

Requirements for Sunday Schools.—Church schools should provide the class with a separate room, freedom from interruption for at least forty-five minutes, desks or table room sufficient for each pupil to work conveniently, a black-board, maps of the ancient world, Palestine and the Roman Empire at the time of Christ, a Bible dictionary, and such reference works as those suggested by the committees on Bible Study and recommended by the church authorities. A studious atmosphere must be maintained thruout the forty-five minutes.

Requirements for Credit.—(a) The unit of credit shall be that prescribed in the standards of the North Central Association, to-wit: forty recitations of forty-five minutes each in the clear, each year for a period of four years. There should be a minimum of one hour of study on each assigned lesson. Fractional credits may be allowed on the same basis.

(b) In estimating the work done by the pupil the recitations and either note-book or thesis work, at the discretion of the teacher, shall count one-half and the examination or thesis required by the state examiner shall count one-half. The passing mark shall be the same as in the local high school.

Requirements for State Examinations.—(a) The committees on Bible Study for high schools from the State Teachers' Association and the State Sunday School Association shall constitute the State Committee of Examiners.

This committee shall have general charge of all Bible Study work done for academic credit in the Sunday schools and churches of the state; prescribe all necessary rules relating to study, recitation, note-books, thesis, and written examinations; prepare questions (if found helpful) for the use of teachers in the examinations; and grade all papers, appointing such help as may be needed.

Each paper or note-book submitted for credit shall be accompanied by a fee of twenty-five cents paid by the corresponding Sunday school, and by a written endorsement of the writer from the teacher in charge, or from the superintendent or pastor. All papers, note-books, and teachers' endorsements, shall be submitted anonymously to the examiners; that is, the names, addresses, and church connections of the

writers must either be erased or effectively covered, each page being then known by number only.

(b) In any case of uncertainty or dissatisfaction, appeal may be taken to the Committee of Examiners who shall decide any question at issue according to the customary requirements of the local high school.

Courses of Study.—There shall be courses of Bible Study prepared by the joint committees from the State Teachers' Association and the State Sunday School Association, embracing historical, biographical, social and literary studies of the Bible on a basis sufficiently liberal to meet the approval of the various religious faiths interested in such courses of Bible Study, great care being taken to avoid interpretative features.

The following courses of Bible Study have been proposed by the joint committee:

COURSE I.

Heroes and Leaders of Israel.

COURSE II.

1st Semester. The Friends and Followers of Jesus.
2nd Semester. Jesus.

COURSE III.

1st Semester. Bible History.
2nd Semester. Biblical Literature.

COURSE IV.

Social Institutions, or a course on the Fundamental Christian Doctrines of the Bible, and Social Application of Bible Teachings.

The course of study in detail is included as Appendix B of Judge Clarence A. Wood's book, **School and College Credit for Outside Bible Study**. This book may be ordered directly from the author, whose address is 79 North Allen Street, Albany, N. Y., or thru the World Book Company. It covers all phases of the "Greeley Plan" and has a full biography of the magazine articles dealing with the subject.

Other Notable Features of The Colorado State Teachers College

The School Year

Beginning with the Fall Quarter of 1917, Colorado State Teachers College adopted the Quarter System, which has for years been used successfully by the University of Chicago and has been adopted by a number of other teacher-training colleges. The year is divided into four quarters of equal length and value: Fall, Winter, Spring and Summer. Each quarter is approximately twelve weeks in length. 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.

The Summer Quarter

The academic year begins October 1 in order to make the quarters end at the times usually set apart for Christmas and Spring vacations, and to time the Summer Quarter so as to make it possible for teachers in service to get in for the full quarter. The Summer Quarter is divided into two equal terms for the convenience of those who cannot be in residence for the whole quarter. A student may enter for either term, but it is best, of course, to stay thru both terms.

This arrangement places the Summer Quarter of Colorado Teachers College on the same level with those great schools of the country which are taking away any possible reflection which may be cast upon college training acquired in summer sessions. The credits earned in the Summer Quarter will hereafter be equivalent in every respect to those earned in the other three quarters of the academic year. Thus, by carrying a reasonable amount of extension work while teaching, a teacher may, in a period of time not too long extended, graduate from the College with the A. B. degree.

The summer session has grown steadily in numbers from the beginning, until now the number enrolled in the College, exclusive of the elementary school, high school, and ungraded school for adults, has reached twelve hundred. With this important administrative step the quality of the work done in the summer session will reach at once the high standard already set by the work of the College in the other three quarters.

The policy of the College of inviting great teachers and lecturers from the nation-wide educational field will be continued and extended.

The change in the plans for the summer session is the greatest step among the number which have recently been taken to realize the new aim of the College.

The Colorado State Teachers College

A Teacher Training Institution of College Rank

Junior College.—A two-year course above the regular four-year high school.

Every student entering the College and beginning a two-year course must select one of the following groups in which to do his work: 1. The General Course. 2. The Supervisors' Course. 3. Kindergarten. 4. Primary Grades. 5. Intermediate and Grammar Grades. 6. County Schools. 7. Industrial Arts. 8. Fine and Applied Arts. 9. Commercial Arts. 10. Household Science. 11. Household Arts. 12. Music. 13. Physical Education. 14. Agriculture.

The Diploma from any group course is a life certificate to teach in Colorado.

Senior College.—A course covering the third and fourth year of college work. The student chooses some special subject as his major. The A. B. degree from the Senior College of C. T. C. is a teacher's life certificate in Colorado.

Graduate College.—An additional year of specialized work in education above the A. B. degree. The degree of Master of Arts in Education is granted and is likewise a life certificate in Colorado.

“What Teachers College, Columbia University, is to the East, Colorado Teachers College is to the West.”

For Bulletins and information address:

COLORADO STATE TEACHERS COLLEGE

JOHN GRANT CRABBE, President.

Greeley, Colorado.