

# Colorado State Teachers College Bulletin

Series XVIII

FEBRUARY, 1919

Number 11

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## THE SUMMER QUARTER 1919



The Quarter—June 16 to August 22

First Half Quarter—June 16 to July 18

Second Half Quarter—July 21 to August 22

**READ THE BACK COVER OF THIS BULLETIN**

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Published Monthly by State Teachers College, Greeley, Colorado

Entered as Second Class Matter at the Postoffice at Greeley,  
Colorado, under the Act of August 24, 1912

# **Important Announcements**

## **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 those 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.

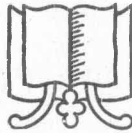
## **CERTIFICATES OF HIGH SCHOOL GRADUATION**

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.

# Colorado State Teachers College Bulletin

THE  
SUMMER QUARTER  
1919



June 16 to August 22  
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*Published by the Board of Trustees*  
GREELEY, COLORADO

## The Faculty

Summer Quarter, 1919

- JOHN GRANT CRABBE, A.B., A.M., Pd.M., Pd.D., LL.D., President.  
 FRANCIS LORENZO ABBOTT, B.S., A.M., Professor of Physical Science.  
 LLOYD ACKERMAN, Pd.M., A.B., Assistant in Biology.  
 LEVERET ALLEN ADAMS, A.B., A.M., Ph.D., Professor of Biology.  
 LELA AULTMAN, Pd.B., Pd.M., Training Teacher, First Grade.  
 GRACE M. BAKER, Professor of Fine and Applied Arts.  
 GEORGE A. BARKER, M.S., Professor of Geology, Physiography, and Geography.  
 MARVIN F. BEESON, A.B., Ph.D., Assistant Professor of Education.  
 ANNA J. BEISWENGER, Ph.B., Training Teacher, Fifth Grade.  
 JOHN R. BELL, Ph.B., A.M., D.Litt., Principal of High School. Professor of  
 Secondary Education.  
 LOUIS A. BELL, A.B., A.M., Professor of Chemistry.  
 RALPH T. BISHOP, Instructor in Printing.  
 ALBERT FRANK CARTER, A.B., M.S., Librarian. Professor of Library Science.  
 ELIZABETH CLASBEY, Instructor in Household Science.  
 AMBROSE OWEN COLVIN, B.C.S., Professor of Commercial Education.  
 JEAN CROSBY, A.B., High School Preceptress. History.  
 ALLEN CROSS, A.B., A.M., Dean of the College, and 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.  
 W. HECTOR DODDS, A.B., Reading, High School.  
 EDWIN STANTON DUPONCET, A.B., Ph.D., Professor of Modern Foreign Languages.  
 FLORA ELDER, A.B., Instructor in Commercial Education.  
 GEORGE WILLIAM FINLEY, B.S., Professor of Mathematics.  
 CHARLES M. FOULK, Pd.B., Professor of Manual Training.  
 HELEN GILPIN-BROWN, A.B., Dean of Women.  
 RALPH GLAZE, A.B., Director of Physical Education.  
 ESTHER GUNNISON, Pd.B., A.B., Literature and English, High School.  
 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.  
 W. H. HARGROVE, B.S., Professor of Agriculture.  
 JOSEPHINE HAWES, A.B., A.M., Instructor in English.  
 JAMES HARVEY HAYS, A.B., A.M., Dean Emeritus 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. HILDERBRAND, A.B., B.E., Latin and Mathematics, High School.  
 ELMER A. HOTCHKISS, B.S., M.A., Director of the Training School.

- MILDRED DEERING JULIAN, B.S., Training Teacher, Kindergarten.  
 EDWARD KAMINSKI, Instructor in Fine and Applied Arts.  
 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.  
 GLADYS E. KNOTT, B.S., M.S., High School Teacher of Mathematics and General Science.  
 NELLIE BEL EN LAYTON, Pd.M., A.B., Assistant in Music, Piano.  
 WILKIE W. LEGGETT, B.S., Assistant Professor of Household Science.  
 THOMAS C. MCCrackEN, A.B., A.M., Ph.D., 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.  
 BERNICE ORNDORFF, Ph.B., Training Teacher, Seventh Grade.  
 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.  
 LILA M. ROSE, Instructor in Music, Public School Methods.  
 MARGARET M. ROUBEUSH, A.B., Professor of Household Art.  
 O. W. SCHAEFER, Bookbinding.  
 GLADYS IRENE SCHARFENSTEIN, Ph.B., Assistant Professor of Household Science and Arts.  
 JOSEPH HENRY SHRIBER, A.B., Director of County School Administration.  
 BELLA BRUCE SIBLEY, Pd.E., Pd.M., A.B., A.M., Training Teacher, Second Grade.  
 EDWIN B. SMITH, B.S., A.M., Professor of History and Political Science.  
 EDITH STEPHENS, A.B., Assistant Librarian.  
 FRANCES TOBEY, B.S., A.B., Dean of the Junior College. Professor of Oral English.  
 JENNIE TRESSEL, Assistant in Rural Education.  
 CLARA M. WHEELER, B.S., Training Teacher, Third Grade.  
 GRACE WILSON, Pd.B., A.B., Assistant to the Dean of Women.  
 RAYMOND J. WORLEY, Commercial Education, High School.  
 FRANK LEE WRIGHT, A.B., A.M., Professor of Education.  
 M. EVA WRIGHT, Piano and Pipe Organ.  
 GEORGE P. YOUNG, A.B., Training Teacher, Junior High School.

### SPECIAL LECTURERS AND TEACHERS

#### Summer Quarter, 1919

- EDWARD HOWARD GRIGGS, A.M., L.H.D., New York City.  
 HON. SIMEON D. FESS, LL.D., Member of Congress from Ohio.  
 LEON HENRY VINCENT, Ph.D., Boston, Massachusetts.  
 GEORGE D. STRAYER, Ph.D., Professor of School Administration, Teachers College, Columbia University.  
 LINCOLN HULLEY, Ph.D., President of Stetson University, Deland, Florida.  
 THOMAS H. BRIGGS, Ph.D., Professor of Secondary Education, Teachers College, Columbia University.

OSCAR T. CORSON, A.M., LL.D.

EDWARD ALLSWORTH ROSS, Ph.D., Professor of Sociology, The University of Wisconsin.

E. C. HAYES, Professor of Sociology, The University of Illinois.

FRANKLIN B. DYER, LL.D., Superintendent of Schools.

HARVEY S. GRUVER, Ph.D., Superintendent of Schools, Worcester, Massachusetts.

WILLIAM A. WIRT, Ph.D., Superintendent of Schools, Gary, Indiana.

H. W. HILL, M.D., Minnesota Department of Health.

MAJOR LEWIS F. TERMAN, Ph.D., Specialist in Psychology, Surgeon General's Office, U. S. Army, and Professor of Educational Psychology, Stanford University.

H. W. FOCHT, Ph.D., Rural School Specialist, U. S. Department of Education.

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BERTHA WHITMAN, A.M., Teacher of History and English, Greeley Public High School.

MABEL COCHRAN, Training Teacher, Rural Demonstration School, Greeley, Colorado.

CHALISE KELLEY, Pd.M., Special Teacher for children with defective speech.

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J. P. CULBERTSON, Secretary to the President.

GEO. P. WILLIAMS, Bookkeeper.

RALPH S. BAIRD, Stenographer.

W. F. MCMURDO, Stenographer.

TOM BELLWOOD, Stenographer.

FLORENCE WILLIAMS, Stenographer.

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State Superintendent of Public Instruction

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MR. A. J. PARK.....Secretary

## The Summer Quarter, 1919

Colorado State Teachers College last year made an important change in its summer school plans, by which the former six weeks' session was lengthened to two half quarters of five weeks each, to be known as the Summer Quarter. This change gives 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 1919 the Special Faculty has been greatly strengthened. The completion of the temporary gymnasium and auditorium, with a seating capacity of 1,400 makes 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.

7:00 to 8:00 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 Sunday evening 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 about ten dollars.

### 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 12,000 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 have 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 Sunday evening 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 other very interesting places, such as 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, museum, 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 natural forest. During the summer, birds, rabbits, squirrels and other small animals make the campus their home, thus increasing its value as a place of rest, recreation, or study.

During the summer and fall 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 demonstration 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.

### SPECIAL LECTURERS AND INSTRUCTORS FOR 1919

Colorado State Teachers College is instituting an important change in its use of the special summer faculty this year. Heretofore, these lecturers and educators of national reputation have been used merely for the general lectures, one each day, at the assembly hour. We are going to continue this policy during the summer of 1919, but in addition we have engaged these great teachers to give regular instruction in two courses each during the day. Instead of being here the one week in which they are lecturing, most of them will be here two weeks or three weeks, and a few for a half quarter.

Most frequently these teachers will go into classes already organized by the regular college faculty and give their lectures in that way. A few courses, however, will be organized to run through a half quarter in charge of these special faculty members for the full time.

The list is now almost complete and includes to date the following:

DR. GEORGE D. STRAYER will give to the entire College a series of five general lectures in the evenings of the first week. Dr. Strayer is one of the most widely known of American educators today. He is at this time president of the N. E. A. and a member of all the great organizations for the promotion of education and advancement of teaching in this country. Dr. Strayer is a graduate of Johns Hopkins University and a Doctor of Philosophy of Columbia. He is at present Professor of Educational Administration in Columbia University. The better known of his books are: *The Teaching Process*, 1911; *Educational Administration*, 1913; and *How to Teach*, 1917. While Dr. Strayer is in Greeley he will give regular lectures in two courses in the Department of Education. These are indicated in the program of courses.

DR. EDWARD HOWARD GRIGGS of New York is already well known to our Summer Quarter students. He was formerly a professor in Indiana University and Stanford University, but for a number of years he has given his whole time to writing and public lecturing on philosophic, literary, and state problems. In the two years he has been a member of our summer faculty he has spoken on literary themes. His general topic this year is *The War and the Reconstruction of Democracy*. This will be set forth in five evening lectures under the following titles:

1. The Conflict of Ideas and Social Systems in the War.
2. Democracy in International Relations.
3. The Socialization of Democracy.
4. Woman and Democracy.
5. The Future of Democracy: The Program of Reconstruction.

This course will study the philosophy of the world conflict and the various phases of reconstruction democracy must achieve to be worthy of leadership in the new world that is being born through struggle and pain.

With an outline of Prussian history and an interpretation of the significance of those ideas for which the Prussian regime stood and which it had

stamped upon the people of Germany, the values of English, French and American democracy will be studied in relation to the future of civilization.

Reviewing the application of democracy to international relations, with the hope of a world court of justice, the course will consider the fulfillment of democracy within the nation, in such phases as the development of social thinking and collective action to balance the rampant individualism of American life, the significance of democracy in commerce and industry, in the home and in relation to the position and advancement of women.

The course will close with a criticism of the existing political forms of democracy, an estimate of the effect of the war upon literature, education and life, and a brief outline of the program of reconstruction.

Dr. Griggs's latest book, *The Soul of Democracy*, The Macmillan Company, 1918, furnishes a program and extended handbook for the course.

HON. SIMEON D. FESS has been a member of the National Congress since 1913. Previous to this he was in educational work, being an A.B. graduate of Ohio Northern University in 1889. He later took the degrees of Master of Arts, Bachelor of Laws, and Doctor of Laws. For some years Dr. Fess was president of Antioch College. He is the author of several books on public policy, among which are: *Outlines of U. S. History*, 1897; *American Political Theory*, 1907; and *World Events*, 1906. Congressman Fess is nationally known as a public lecturer upon educational and political topics. During his stay in Colorado Teachers College he will give five evening lectures upon *World Affairs* and will teach two hours daily in the Department of History and Political Science. The courses in which he will instruct are listed in the Program of Courses.

DR. OSCAR T. CORSON returns for the third summer to Teachers College. His previous lectures have always been most heartily received by the summer students. Dr. Corson is personally popular and very helpful in his way of treating sensibly the problems of teaching which confront every teacher. While Dr. Corson is well known in Colorado, it is worth while again to call attention to the fact that he was formerly State Superintendent of Ohio schools and President of the N. E. A. For many years he has been editor of *The Ohio Educational Monthly*, and a well known lecturer on schools and education. Dr. Corson will give regular instruction in two courses in the Department of Education in addition to his five evening lectures.

MAJOR LEWIS M. TERMAN is at present in the Surgeon General's Office in Washington in the Division of Psychology. As Professor of Educational Psychology in Stanford University Dr. Terman is well known through his work on mental tests. He is an A.M. of Indiana University and a Doctor of Philosophy of Clark University and the author of *The Teacher's Health*, 1913; *Health Work in the Schools*, 1914; *Hygiene of the School Child*, 1914; *The Measurement of Intelligence*, 1916; the *Standard Revision of the Binet-Simon Scale*, 1907; and *The Intelligence of School Children*, 1919. Dr. Terman has been actively directing the army intelligence tests which have been so useful in placing our soldiers where they were best fitted to work. He will be a member of Teachers College faculty for five weeks and will have two regular courses in the Department of Educational Psychology. The courses will deal with School Hygiene and Mental Tests.

DR. WILLIAM ALBERT WIRT will give five general lectures and will instruct in two regular courses in the Education Department. Dr. Wirt is the originator of the Gary system of school administration which has made him the most widely known school superintendent in the United States. He has studied school systems in this country and in Belgium, France, and Germany. Dr. Wirt had the distinction of being the highest paid school administrator in the world, when he was paid \$10,000 a year for thirteen weeks as advisor to the Board of Education of New York City. Last year Dr. Wirt was prevented by illness from filling his engagement with Teachers College. This summer he will give

five of the evening lectures and instruct in two courses dealing with school supervision and administration.

DR. LINCOLN HULLEY is President of John B. Stetson University at Deland, Florida. He is a well known popular lecturer upon English and American literature. In Colorado Teachers College he will give five of the evening lectures and will also give regular lectures during his stay in one course in the Department of Literature and English. These lectures will be a treat to all who read literature for its inspiration as well as its intellectual appeal.

DR. LEON VINCENT of Boston, Massachusetts, is, like Dr. Griggs, well-known the country over but more especially in the East as an interpreter of literature and philosophic thought. He is a polished speaker and a literary man of first rate abilities. As a writer of essays and short stories he is well known. His best-known books are: "*The Bibliotaph and Other People*", "*The French Academy*", "*American Literary Masters*" and "*Dandies and Men of Letters.*" Dr. Vincent's evening lectures this summer will be given under the general heading *Literature and the War* and will include:

1. Napoleon and England, and Napoleonic Episodes in Modern Literature.
2. The Romance of Napoleon III.
3. The Franco-Prussian War in Fiction. (Daudet, Maupassant, Zola, Margueritte.)
4. The Present Struggle. (Pan-Germanic Literature: Manifesto of the Ninety-three Intellectuals: S. H. Church's Reply.)
5. Some Literature of the Present War. (Germany's Ambition for World Control: Mr. Britling: Hugh Gibson's Journal and other Narratives.)

This is a series of lectures which Dr. Vincent gave during the Spring in Columbia University.

DR. H. W. FOUGHT, of the U. S. Department of Education (Rural Specialist) will give regular instruction in three courses in the County Schools Department. The following is a brief statement concerning his preparation for his work and his achievement in the field of rural education:

He was a student of the University of Nebraska, Iowa College, and Augustana College, Illinois, Royal Frederick University, Copenhagen, and American University, Washington. Degrees, A.B., B.S., A.M. and Ph.D. Teacher in rural and village schools four years. Professor of History and Sociology in colleges and normal schools ten years; Professor of Education in colleges and normal schools, six years. Head Rural School Department, State Normal School, Kirksville, Missouri, six years. Specialist in Rural Education, U. S. Bureau of Education, 1912. Specialist in Rural School Practice, same, 1914. Chief Rural School Division, 1916. General Chairman of the three educational committees of the National Country Life Association, President Division of Agricultural and Rural Education Association, Chairman The Educational Committee of the National Survey Association; member Country Church and Country Life Committee of the Federal Council of Churches, author of *The American Rural School*, *Rural Denmark and Schools*, *The Rural Teacher and His Work*, and many government publications. Director of the Educational Surveys of South Dakota and Alabama, and Saskatchewan, Canada, as well as member of state surveys in Delaware, Washington and Arizona; also director of the proposed Educational Survey of the Hawaiian Islands. Lecturer before State and National Teacher Associations, Summer Schools, etc., among which may be mentioned: Summer School Teachers College, Columbia University, the Universities of Wisconsin, Nebraska, Texas, Georgia, and normal schools and teachers colleges in a majority of the states.

DR. THOMAS H. BRIGGS of Teachers College, Columbia, will be attached to the Department of Education as a special lecturer in the regular courses dealing with the Junior High School and the Administration of Secondary Schools. The following is a brief account of his attainments and educational service: A.B., Wake Forest (N. C.) College; graduate student in English, University of Chicago (2 years); Ph.D., Columbia University.

Teacher in several public and private schools; Professor of English, John B. Stetson University; teacher of English, Eastern Illinois State Normal School; Instructor in English and Associate Professor of Education, Teachers College, Columbia University.

Author of *Formal English Grammar as a Discipline, Reading in Public Schools* (with L. D. Coffman), *A First Book of Composition* and *A Second Book of Composition* (with Isabel McKinney), *A Laboratory Manual of Letters, Chapters on Secondary Education in the 1914, 1915, 1916, 1918 Reports of the United States Commissioner of Education*, of various articles in *Education, Teachers College Record, New England Leaflet, English Journal, Illinois Bulletin, Atlantic Educational Journal, Old Penn Weekly, Columbia Quarterly*, etc.

At present he is completing for the General Education Board a study of the Junior High School Movement. For this he spent a half-year in visiting such schools. Another whole year was spent visiting high schools in thirty states.

Dr. Briggs is a member of the Reviewing Committee of the N. E. A. Commission on the Reorganization of Secondary Education.

DR. EDWARD A. ROSS, head of the Department of Sociology of the University of Wisconsin, is the best known sociologist in the United States. His books are widely read, and he is quoted extensively in college circles as a world authority on his subject. He is one of a small coterie of able men who have created the national reputation and prestige of the University of Wisconsin. He is not only recognized among university men as an authority on general sociology, but is considered one of the ablest modern writers on China, Russia, South America, and on the subject of immigration.

Dr. Ross is a member of the Institut International de Sociologie, former president of the American Sociological Society, and was sent to Russia at the instance of the American Institute of Social Service to report on what might be done in aid of Russian social progress.

He left early in June and returned in the beginning of February after travelling altogether 37,000 miles; 20,000 miles in Russia. He crossed Siberia in midsummer and again in midwinter. After a month in Petrograd and a few weeks in Moscow, he went down the Volga, Russia's Mississippi, stopping at all the important places and interviewing employers, labor leaders, heads of the councils of workmen's deputies, mayors, land committees, food committees, editors, educators and clergymen.

From Astrakhan, he crossed the Caspian to Baku, looked into labor and capital in the oil industry, and went on to Tiflis. After crossing the Caucasus by the famous Georgian military road (134 miles) and back, he passed a fortnight interviewing Georgian and Armenian leaders concerning their national aspirations and their hopes in respect to Russia.

As the Government was just beginning to be more liberal in permitting foreigners to visit Turkestan, he secured permission to visit the Trans-caspian provinces. Crossing the Caspian, he followed the Central Asian Railway to its terminus, 1,200 miles away at Andijan, stopping en route at Ashkabad, Merv, Bairam Ali, Bokhara, Samarqand and Kokand. Unable to visit Tashkent, owing to the interruption of trains by the fighting between the Bolsheviki and the Junkers, he returned by the Central Asian Railway across the Caspian, went to Rostev, and after a week there, revisited Moscow and Petrograd.

Professor Ross brings an amazing story of how it happened that the working class made itself the master of Russia to the entire exclusion of the property holding or bourgeois classes. In an interview, he obtained from Trotsky a statement of the economic program of the Bolsheviki. Not in the world today, or in fact since the French Revolution, is there a more engrossing tale than the course of the Russian Revolution in its first nine months.

Professor Ross will give an account of his experiences and the conclusions he formed in five evening lectures. He will also give regular instruction during his stay in Greeley in two Courses in Sociology.

DR. E. C. HAYES, head of the Department of Sociology of the University of Illinois, is one of the most progressive thinkers and writers in America on the subject of Sociology. He is a well known and frequent contributor to the pages of the leading American journals of Sociology, Economics and Political Science; and is the author of probably the best known American college textbook in Sociology. Dr. Hayes has for several years been a prominent figure in the American Sociological Society, and in which he now holds high office. He is a constructive thinker, and is known in our larger universities as an able lecturer. He is an interesting speaker, scientific in viewpoint, and purposive in thought and action.

FRANKLIN B. DYER comes to us for five weeks, June 30 to August 1. He will conduct courses in Educational Administration and Supervision. Dr. Dyer has had wide and successful experience in supervisory positions. For many years he was Superintendent of Schools in Cincinnati. During this time he brought that city into prominence educationally. From this position he was called to Boston where for several years he was Superintendent of Schools, giving up this work last year. He is a man of big ideas, broad education and successful practice.

HARVEY S. GRUVER is a Harvard man at present Superintendent of the Schools of Worcester, Massachusetts. Before going to Worcester he was Assistant Superintendent in Indianapolis where his time was given largely to the elementary schools and to the work of the Junior High School. Mr. Gruver is a man of excellent training and wide experience. He will be with us during the summer Quarter for eight weeks, June 30 to August 22, and will be in charge of regular class work.

In each case where these special members of the faculty are to give regular instruction in addition to their general evening lectures, this fact will be shown in the regular program of courses.

The College is attempting this year to make its Summer Quarter the most attractive and profitable ever offered to teachers of Colorado and the West. The employment of such a large number of outside men of the standing of these lecturers and teachers is, in a measure, an experiment. If it meets with the approval of Colorado teachers, the intention of the College is to retain a larger number of them each year for a half Quarter as regular instructors.

### 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 Advisors**—Each student, at the time of enrollment, will be assigned to a member of the faculty, who will act as Student Advisor to him. It will be the duty of the advisor 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 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.

## 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. Applications for graduation must be filed with the registrar at least 30 days before the close of the Quarter in which the diploma is to be granted.

**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 May 1, 1919.

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## The Senior College

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

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

**Admission to the Senior College**—Graduates from our Junior College, and graduates from standard normal schools are admitted without examination to the Senior College. Students who have completed two full years of work or more 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.

Applications for graduation must be filed at least 30 days before the close of the quarter in which the diploma is to be granted.

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.

## The Graduate College

THOMAS C. McCracken, Ph.D., 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. The various departments of the College which offer graduate courses are 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, Philosophy, Science, or other four-year degree, from a reputable institution authorized by law to confer these degrees, and approved by this Institution, may be admitted as graduate students in the Colorado State Teachers College upon presentation of official credentials, including transcript of records of undergraduate work.

The prospective student should 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 the State Teachers College, Greeley, Colorado. Original credentials should 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. Thirty-eight hours of credit will be given for graduate courses pursued and ten 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.

**Admission to Candidacy for Degree**—Admission to the Graduate College does not guarantee admission to candidacy for the M.A. degree. The student shall not be admitted to candidacy for the degree earlier than the close of his first quarter's work (completion of sixteen credit hours). Such admission shall be determined by a committee consisting of the President of the College, the Dean of the College, the Dean of the Graduate College, the Head of the Department in which the student is majoring, and two professors with whom the student has had work, these to be chosen by the Dean of the Graduate College. The merits of each student shall be the basis for the decision of this Committee; personal fitness, the ability to use good English both oral and written, and the ability to do superior work in the field of specialization are among the important things to be considered by the Committee.

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\*For additional general information see annual Catalog for 1919-20.

**Specialization**—In keeping with the function of a teachers college, graduate work shall be confined largely to professional lines of work. 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.

**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.

**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.

**Final Examination Upon the Whole Course**—There shall 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 fields covered by the courses taken by the candidate; (c) The general fields of Psychology, Sociology, Biology and Education.

## The Courses of Study

Colorado State Teachers' College is a technical school like a medical or engineering school. Its business is to train teachers for all types of schools maintained by the state. The college has abandoned the idea that there is a possibility of training teachers for the various kinds of teaching thru the medium of a single course of study or a scattered elective course.

To meet the requirements for teachers of all the kinds of schools the college provides the following courses of study, and asks each student entering in June, 1919, or after, to select a course definitely and to consult the head of the department directing that course of study as a permanent adviser. Students who registered previous to that date may continue with the old course of study and complete that course if they can do so within reasonable limits of time; but all who can readily make the adjustment are advised to select one of the new courses and complete their work under the new plan.

**Length of Course**—Each course is planned to occupy twelve quarters (a quarter is approximately twelve weeks in length.) Upon the completion of the course the degree of Bachelor of Arts in Education will be granted. The diploma is a Colorado life certificate. Each course is so arranged that it may be divided into Junior College (two years) and Senior College (two additional years). The Junior College course may be completed in six quarters. The student who chooses to be graduated at the end of the Junior College course receives the Colorado life certificate but no degree. Students who come to the college with advanced standing, and those who gain time by doing work of exceptional quality, may shorten the course somewhat.

Two year and four year courses of study for teachers are arranged for in the following departments. Choose the department in which you wish to specialize:

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|---|--|
| 1. Agriculture (2 yrs. only)            | 14. Intermediate Grades.                           |
| 2. Biological.                          | 15. Industrial Arts.                               |
| 3. Chemistry.                           | 16. Kindergarten.                                  |
| 4. Commercial Arts.                     | 17. Latin and Mythology.                           |
| 5. County Schools.                      | 18. Literature and English.                        |
| 6. Education.                           | 19. Mathematics.                                   |
| 7. Educational Psychology.              | 20. Modern Foreign Language.                       |
| 8. Fine and Applied Arts.               | 21. Music.   |
| 9. Geology, Physiography and Geography. | 22. Oral English.                                  |
| 10. Grammar Grades.                     | 23. Physical Education and Playground Supervision. |
| 11. History and Political Science.      | 24. Physics.                                       |
| 12. Household Art.                      | 25. Primary Grades.                                |
| 13. Household Science.                  | 26. Social Sciences.                               |

Each of the courses differs somewhat from the others in the subjects required by the department, but each course contains the following subjects. See the Year Book for 1919 for the details of the various courses.

### JUNIOR COLLEGE

#### First Year

1. The Professional Core:	Hours.
Biol. 2.—Educational Biology (Bionomics).....	3
Ed. 8.—Educational Values.....	3
Soc. 3.—Educational Sociology.....	3



- 2. Other Required Subjects:**  
 Eng. 4.—Speaking and Writing (Students may be excused by proving proficiency)..... 3  
 Hyg. 1.—Personal Hygiene (required only of women students)..... 1  
 Phys. Ed.—Physical Exercise (required of all students at least two-thirds of the quarters they are in residence).
- 3. Subjects Required by the Department, and Elective Subjects ..... 35**

**Second Year.**

- 1. The Professional Core:** Hours.  
 Psych. 2a.—Educational Psychology..... 3  
 Psych. 2b.—Ed. Psychology (continued)..... 3  
 Ed. 10.—The Elementary School Curriculum..... 3  
 Pol. Sc. 30.—Political Adjustment..... 3
- 2. Other Required Subjects:**  
 Phys. Ed.—Physical Exercise Courses (at least two-thirds of the number of quarters in residence.  
 The following work is required of all students who expect to take the Junior College diploma:  
 Observation and Practice Teaching..... 8
- 3. Subjects Required by the Department, and Elective Subjects..... 28**  
 Students may graduate and receive the Colorado Life State Certificate at the end of the two-year course.

**SENIOR COLLEGE**

**Third Year.**

- 1. The Professional Core:**  
 Psych. 104.—Psychology of the Elementary School Subjects, or Psych. 105.—Psychology of the High School Subjects..... 4  
 Soc. 105.—Social Maladjustments..... 4
- 2. Other Required Subjects:**  
 Phys. Ed.—Physical Exercise Courses (at least two-thirds of the number of quarters in residence).
- 3. Courses Required by the Department, and Elective Courses..... 40**
- 4. In the Third or Fourth Year**  
 The following courses are required of those who expect to teach in high schools:  
 H. S. 105.—Principles of High School Teaching..... 4  
 H. S. 103.—Practice Teaching in the High School..... 4

**Fourth Year.**

- 1. The Professional Core:** Hours.  
 Ed. 111.—Principles of Education..... 4  
 Ed. 116.—The High School Curriculum..... 4  
 Psych. 108.—Educational Tests and Measurements..... 3  
 (Ed. 116 and Psych. 105 may be omitted by students who do not expect to become High School teachers).
- 2. Other Required Courses:**  
 Phys. Ed.—Physical Exercise Courses (at least two-thirds of number of quarters in residence).
- 3. Courses Required by the Department, and Elective Courses..... 37**

**Junior College.**

- Summary:**  
 The Professional Core..... 21  
 Observation and Teaching..... 8  
 English and Hygiene..... 4  
 Major Subject and Electives..... 63

**Senior College.**

- The Professional Core..... 19  
 Observation and Teaching..... 8  
 Major Subject and Electives..... 69
- 
- Total ..... 192

**BIOLOGICAL SCIENCES**

LEVERETT ALLEN ADAMS, Ph.D.

LLOYD ACKERMAN, A.B.

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. Four hours.

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. Dr. Adams and Dr. Hill.

**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**—Four hours. 7 o'clock, M., T., W., T., F. Mr. Ackerman.

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.

**3. Systematic Botany**—3 hours credit. 8 o'clock, M., T., W., T., F. Mr. Ackerman.

A Laboratory and Field course in which the summer flowers of this region are studied and classified. Prerequisite: Some course in botany.

**Biotics****101. History of Man**—Two hours. First half-quarter. Eight o'clock, M., T. 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. Second half-quarter. Eight o'clock, M., T.

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. Dr. Adams and Dr. Hill.

**Nature Study****Nature Study 1**—Four hours. Full quarter or half-quarter. Nine o'clock, M., T., W., T. 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.

**Bacteriology****1. Bacteria, Yeasts and Moulds**—Required of Household Science Majors. Four hours. Eleven o'clock, M., T., W., T., F.

Lectures and laboratory work on injurious and beneficial bacteria, yeasts, and molds, likely to be found in the home or in the domestic science laboratory.

Courses 101 and 102 are suggested for graduate and senior college students.

## CHEMISTRY

LOUIS A. BELL, B.S., A.M.

The rapid development of courses of instruction in Home Economics in the High Schools has created the necessity and demand for better trained teachers of Chemistry and Home Economics. More comprehensive and practical courses in Chemistry are being given in the High Schools than heretofore, and, likewise, teachers of Home Economics with some knowledge of Chemistry are being demanded.

In the course program offered by the Chemistry Department the teacher of Chemistry will find an opportunity to augment his or her knowledge of this subject; those seeking chemistry as a part of a liberal education will find the courses suited to their needs; prospective students of chemistry will find the program especially suited to their needs; and Home Economic students of the regular school year will be enabled to pursue one or more of the required chemistry courses.

The increasing importance of the applications of chemistry to household affairs, and the woeful lack of preparation of the United States in the chemical industries during the European War, has led to intensified interest and application in this subject during the past few years. It is the duty of every teacher to know something of the source, preparation, and properties of foods, dyes, poisons, etc., and of the spoilage of edibles in the home.

Following is a list and description of the course offered:

**4. General Chemistry**—Four hours, full quarter.

A study of the principles of chemistry and of the non-metals. Two lectures and two laboratory periods.

**5. General Chemistry**—Four hours, full quarter.

A continuation of course 4 with an introduction to Organic Chemistry. This course leads up to a study of the metals. Two lectures, two laboratory periods.

Students having completed course 4 or its equivalent will be permitted to take course 5.

**113. Food Chemistry**—Four hours, full quarter.

A study of foods, detection of adulterants, metabolism, and dietary list. Two lectures and two laboratory periods. Prerequisites 4, 5, 110.

**114. Quantitative Analysis**—Four hours, half or full quarter.

Gravimetric and Volumetric analysis. A consultation and laboratory course. Eight hours attendance. Prerequisites, courses 4, 5, 7.

**7. Qualitative Analysis**—Four hours, half or full quarter.

A laboratory and consultation course on the separation and identification of the common elements. Eight hours attendance.

Note: Attendance of two hours required for each laboratory period.

## COUNTY SCHOOLS

JOSEPH H. SHRIBER, A.B., Director

MABEL COCHRAN, Summer, 1919

H. W. FOGHT, Ph.D., Summer, 1919

**Function**—The function of the County Schools Department is to train teachers for county schools so that the numerous characteristic difficulties of management, administration and teaching may be met effectively; to adapt the subject-matter to the experience of country children; to have expert knowledge of the sociological conditions pre-

vailing in country life; to assist country folks to hold their own against the artificial attractions of town and city by supplying factors for making country life adequately satisfying; and finally to help enrich and increase the sources of food by conserving the life blood of the nation.

**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.

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.

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

Mr. Shriber.

See description in the department of education.

**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 quarter. This is a one-teacher school of two rooms and basement. 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 quarter.** Observation in the Demonstration School and Observation 1 will receive four hours credit. Classes formed for this course will meet at 2:30-3:20 Mondays. Observations in the Rural Demonstration School will be made in the afternoons of Tuesdays, Wednesdays and Thursdays and on other days if thought desirable. This arrangement will not conflict with the regular class work at the college.

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

### Public School Subjects

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

**Summer Conference**—The regular summer conference of County Superintendents will be held during the week beginning July 14th.

Harold W. Foght, Specialist in Rural School Practice of the United States Bureau of Education and author of the "American Rural School," "The Rural Teacher and His Work," "Rural Denmark and Its Schools," etc., has been secured for the **last two weeks of the first half of the Summer Quarter.** He will deliver class room lectures to students, electing any of the Rural-Teacher-Training courses and will also be the principal speaker at the Conference of County Superintendents. All students interested in rural school problems are invited to hear the conference lectures and general program.

Dr. Foght has had rare opportunity in the Government Service to study at first hand school conditions in every state in the Union. He is one of the great leaders in the movement to provide equal educational opportunities for all children, whether they live in the country or city.

### EDUCATION

THOMAS C. MCCracken, Ph.D.	
FRANK L. WRIGHT, A.M.	
SAMUEL MILO HADDEN, A.M.	
JOSEPH H. SHRIBER, A.B.	
HELEN GILPIN-BROWN, A.B.	
THOMAS H. BRIGGS, Ph.D.	(Summer, 1919)
GEORGE D. STRAYER, Ph.D.	(Summer, 1919)
HARVEY S. GRUVER, A.M.	(Summer, 1919)
FRANKLIN B. DYER, Litt.D.	(Summer, 1919)
OSCAR T. CORSON, A.M., LL.D.	(Summer, 1919)
WILLIAM A. WIRT, Ph.D.	(Summer, 1919)
ELMER A. HOTCHKISS, A.M.	(Summer, 1919)

**8. Educational Values**—Four hours. Required of all students, first year. Mr. Wright.

The purpose of this course is to give the student a critical attitude toward the material presented in the various school subjects. Each subject of the elementary school will be considered as to the reason it has for a place in the curriculum today; how it has been justified in the past; and how it may be presented now so as to be more fully justified. Recent magazine articles and text books will be studied with a view to developing the attitude of looking for the material which is of greatest educational value to the child.

**10. The Elementary School Curriculum**—Four hours. Required of all students, second year. Mr. Gruver.

This course will deal with the forces by which the various elementary school subjects became a part of the curriculum. Typical courses of study will be studied with a view to determining what material is usually presented in the schools and with the purpose of evaluating this material. Modern text books will be compared with older texts in the same subject so as to understand the place of the text book in present-day curricula. The student will then have the background for considering the problems of the modern teaching of the subject.

**15. Vocational Guidance**—Two hours. Four days a week  
Second half-quarter. Dr. 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.

**25. Administration of Rural and Village Schools**—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**—One hour each half-quarter. Required of all undergraduate students.

This course will consist of a series of daily lectures by men eminent in the field of education. Lecturers: Dr. G. D. Strayer, Dr. T. H. Briggs, Hon. S. D. Fess, Dr. Leon Vincent, Dr. W. A. Wirt, Dr. Lincoln Hulley, Dr. H. W. Hill, Dr. O. T. Corson, Dr. Edward H. Griggs, Dr. E. A. Ross.

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

A course designed for instruction in the etiquette of everyday life, and a general appreciation of culture, and its necessity in the training of a teacher. The Dean of Women hopes to get in touch with the personal side of each student. Questions will be requested from the members of the class, and there will be a friendly exchange of ideas with reference to conduct. Lectures, book and magazine reviews and reports.

**108. Educational Supervision**—Two hours each half-quarter. Four days a week.

Dr. Strayer, Mr. Hotchkiss, Dr. Dyer, Dr. Wirt and Dr. Corson.

This course is intended for advanced students who are preparing to be supervisors. It will deal with various problems of supervision.

**109. Education and the War**—One hour. Two days a week, first half quarter. Dr. McCracken.

This course will deal with educational readjustments.

**111. Principles of Education**—Four hours. Senior College Required. Mr. Wright.

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.

**113. Organization and Administration of the Junior High School**—Three hours, either half-quarter. Required of Grammar Grade Majors and in the Supervisor's Course. Five days a week.

Dr. Briggs and Mr. Gruver.

In this course the following points will be considered: Organization; standards for judging junior high schools; historical development; the program of studies; the daily schedule of classes; courses of study for the various subjects; the qualification of teachers, etc. After many representative junior high schools of the United States have been considered from the above mentioned stand-points, each student will arrange a program of studies, and a course in one subject for a junior high school in some designated community.

**116. The High School Curriculum**—Four hours. Required fourth year. Dr. Briggs and Dr. Dyer.

In this course a practical study of the curricula of various small high schools and junior high schools of this and other states will be made. Educational values and the needs of the community will be considered in the course. A detailed course of study for both the junior and the senior high school will be outlined by each student. Dr. Briggs and Dr. Dyer.

**142. Educational Administration**—Two hours each half-quarter. Four days a week.

Dr. Strayer, Dr. Dyer, Mr. Hotchkiss, Dr. Wirt and Dr. Corson.

This course is designed primarily for students preparing themselves as principals, superintendents and supervisors. After making a survey of the field of educational administration, the student may select the line of administration in which he is most interested for study and research.

**143. The Federal Government in Education**—Two hours. Four days a week, first half-quarter. Dr. McCracken.

This course treats of the efforts of the Federal Government to aid the states in education.

#### Courses Primarily Graduate College

**217. Vocational Education**—Three hours. One and one-half hours credit for each half-quarter. Three days a week.

Mr. Hadden.

A discussion of the main factors essential in vocational education.

- (a) Demands and needs interpreted in the social life of the people.
- (b) The ability of the public school to meet and solve 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. Open only to students enrolled for the entire quarter.

Mr. Wright and Dr. 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**—Two hours. Four days a week, second half-quarter. Dr. 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. Dr. 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.

**246. Educational Problems**—Graduate seminar. Required of all graduate students. Students other than graduates may be admitted upon permission of instructor. One hour credit each half-quarter.

This course will consist of discussions of educational problems. Dr. McCracken and others, including those giving the general lectures and other Summer instructors.

## EDUCATIONAL PSYCHOLOGY

JACOB D. HEILMAN, Ph.D.  
MARVIN F. BEESON, Ph.D.

The courses of this department have been arranged with the general purpose of making the student familiar with the important contributions which psychology has made to such phases of education as school organization and administration, the aims of education, and the best means of realizing these aims. The whole public school system is viewed from the standpoint of the nature and needs of the child. An attempt is made to point out what the schools should be in order to preserve the child's physical and mental health, respect his native capacities and tendencies, secure his normal development, utilize his most natural modes of learning, and promote and check up the efficiency of his responses. More specific statements of the purposes of the department are given below in the descriptions of the individual courses.

The department offers two curricula, the one in Psychology and the other in Special Schools and Classes. The first prepares the student to teach psychology in normal schools and high schools and to fill such positions in clinical psychology as are developing in connection with public school systems. The second prepares the student to take charge of special schools and classes, especially such as are designed for backward and feebleminded children. Students who elect either of these curricula are advised to take at least six courses of the curriculum of some other department. See year Book for outline of curricula.

**1. Child Hygiene**—First year. Four hours, full quarter. Required of students who specialize in any of the curricula of the Training School or of the County Schools.

The main purposes of this course are: (a) to point out how the child's school progress and mental and physical development are arrested, and how his health and behavior are impaired by the physical defects which are very prevalent among school children; (b) to discuss the causes of defects, the methods of preventing and detecting them, and the measures which are required for an effective amelioration or cure.

The following topics will be treated: educational and economic values of health; the need of health conservation; deformities and faulty postures; air requirements; malnutrition and school feeding; hygiene of the mouth; enlarged adenoids and diseased tonsils; defective hearing; defective vision.

**2. Educational Psychology**—Second year. Eight hours, full quarter required.

The purposes of this course are: (a) to make the student familiar with the child's capacities and native responses and show him how they, and the nature and order of their development, are involved in the process of educating the child; (b) to acquaint the student with the various modes of learning and the conditions which facilitate learning; (c) to discuss those conditions of the schoolroom and school activities which avoid fatigue and promote work; (d) to point out the significance of individual differences for instruction and the arrangement of school work.

The following topics will be treated in two courses:

- (a) The child's native equipment, and mental work and fatigue.
- (b) The psychology of learning and individual differences.

**103. Child Development**—Second year. Four hours, full quarter.

The purposes of the course are: (a) to point out the child's requirements during the different stages of his physical development; (b) to describe the nature of the child's mental development and discuss the kind of school work which is adapted to him in any stage of development.

The following topics will be treated: purposes and methods; anthropometrical measurements and growth; the 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 ideals; volition, suggestion and interest.



**104. Psychology of Elementary School Subjects—Third year.**  
Four hours, full quarter required.

The purposes of the course are: (a) to make an analysis of the school subjects with the object of determining what mental processes, and modes and conditions of learning are involved in studying them; (b) to review the results of experimental studies on the methods of teaching and learning the school subjects; (c) to discuss the necessity of varying the methods of teaching and learning the school subjects with the progress made and with the individual differences in children; (d) to criticise methods of instruction in the light of individual requirements, the results of experimental studies, and the mental processes involved in a given subject. Topics treated: the elementary school subjects.

**107. Mental Tests—Four hours, full quarter.**

Dr. Heilman and Dr. Terman.

The purposes of the course are: (a) to make the student familiar with the means and methods which are employed to determine the child's general intelligence and the efficiency of his individual mental processes; (b) to point out the social, educational, vocational and psychological significance of tests. Topics treated: various forms of individual tests such as the Binet series and their modifications; various forms of group tests such as the Otis and Pressy tests; tests of perception, memory, imagination, thinking, attention, psycho-motor control and various combinations of mental processes.

**108. Educational Tests and Measurements—Four hours, full quarter required.**

Dr. Beeson.

Chief purposes of the course: (a) to give the student a working knowledge of the best instruments for measuring the child's school progress and his performance level in the school subjects; (b) to discuss the methods of using the educational tests and tabulating the results; (c) to point out their educational significance in all of its phases. Topics treated: tests and standards of reading, writing, spelling, arithmetic, geography and all of the other elementary school subjects.

**111. Speech Defects—Two hours, either half-quarter.**

Purposes: (a) to make the student acquainted with such speech defects as aphasia, stuttering and lispings; (b) to show how these defects handicap the child in school and life; (c) to discuss and demonstrate the methods of remedial and curative treatment.

**213. Conference, Seminar and Laboratory Courses—Two or more hours.**

Purposes: to make possible more intensive and exhaustive work by the student on problems of special interest to him. Topics: formal discipline; sex hygiene; retardation; mental tests; learning; retinal sensations; space perception, etc.

## ELEMENTARY AGRICULTURE

W. H. HARGROVE, Pd.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 will be made.

**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 the 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.

## ELEMENTARY EDUCATION

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

- MILDRED DEERING JULIAN, Kindergarten and Kindergarten Methods
- LELA AULTMAN, First Grade and Primary Methods
- BELLA B. SIBLEY, Second Grade and Primary Methods
- CLARA WHEELER, Third Grade and Primary Methods
- HULDA A. DILLING, Fourth Grade and Primary Methods
- ANNA BEISWENGER, Fifth Grade and Intermediate Methods
- ELIZABETH HAYS KENDEL, Junior High and Junior Methods
- BERNICE ORNDORFF, Junior High and Junior Methods
- EMMA T. HEMLEPP, Junior High and Junior Methods
- LILA MAY ROSE, Elementary School Music
- ELIZABETH CLASBY, Home Economics
- GRACE BAKER, Applied Arts.

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; the "project" method of teaching will be on trial in some of the grades; opportunity for studying Junior High problems will be offered in the upper grammar grades; 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.

**3. Primary Methods—**Daily. First half-quarter. Three hours credit. This course will be offered for students who are planning to be in school the first half-quarter only. Aultman.

**3. Primary Methods—**Four hours per week. Entire summer quarter. Four hours credit. This course is intended for students who are planning to be in school the entire summer quarter. Sibley.

**4. Primary Methods—**Daily. First half-quarter. Three hours credit. This course will be offered for students who are planning to be in school the first half-quarter only. Wheeler.

**4. Primary Methods—**Four hours per week. Entire Summer quarter. Four hours credit. This course is planned for students who are planning to be in school the entire summer quarter. Dilling.

**5. Intermediate Methods—**Four hours per week. Entire Summer quarter. Two hours credit each half-quarter. Beiswenger.

**6. Junior High School Methods—**Four hours per week. Entire summer quarter. Two hours credit each half-quarter. Kendel, Orndorff, Hemlepp.

**31. Literature and Story-telling in the Kindergarten and Primary Grades—**Daily. First half-quarter. Three hours credit. Julian.

A study and classification of the different types of stories according to their fitness for various ages and purposes; a study of the educational values of stories for children and of the possibilities of creative work by children; adaptation and selection of a graded list of stories.

**39. The Relation of the Kindergarten and the Primary Grades—**Daily. Second half-quarter. Three hours credit. Julian.

A comparison of the aims, principles, methods and materials of the Kindergarten and primary grades; a study of the adaptation of the materials and subject-matter to meet the needs of the child.

## SECONDARY EDUCATION

JOHN R. BELL, A.M., D.Litt., Prin.  
 JEAN CROSBY, A.B., Preceptress, History  
 W. HECTOR DODDS, A.B., Oral English  
 CHARLOTTE HANNO, A.B., Modern Languages  
 LUCILLE HILDEBRAND, A.B., Mathematics  
 GLADYS KNOTT, M.S., Science  
 LUCY McLANE, A.B., English  
 JENNIE TRESSEL, A.B., Normal Courses  
 R. J. WORLEY, Typewriting, Shorthand  
 ESTHER GUNNISON, A.B., Dramatic Interpretation

### Courses Open to High School Students

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

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

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

### 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 classroom.

The Ungraded School for Adults provides a special school for adult students. It appreciates the value, in terms of character and intelligence, of the services rendered by the individual to the community and 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 eighteen years.

### Practice Teaching

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

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

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

### Courses Open to Senior College and Graduate Students

#### 103. Student-Teaching in the High School—Four hours. Every Quarter.

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 thoroly 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.

#### 105. Principles of High School Teaching—Four hours.

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 term of practice teaching.

#### 107. Advanced Course in High School Student Teaching—Four hours.

Persons who have completed in a satisfactory manner courses 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 "Principals 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.

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 for principals and superintendents or to fill other positions of responsibility in public school work.

### FINE AND APPLIED ARTS

GRACE M. BAKER  
EDWARD KAMINSKI

The department of Fine and Applied Arts aims to prepare students to meet the demands upon regular teachers in elementary and high schools and to train special students to act as departmental teachers and supervisors of Fine and Applied Arts.

The method courses for grade teachers are designed to emphasize practice in class room problems.

#### 2. Primary Grade Methods—Four hours.

Freehand drawing, elementary perspective adapted to lower grade illustrations, color, elementary design, animal drawing, nature, blackboard drawing.

#### 13. Applied Art for Primary Grades—Four hours.

Weaving, folding, cutting, stick printing, problems for special days, clay modeling, sand table projects.

#### 3. Freehand Drawing—Four hours.

Perspective, drawing from objects and casts, nature drawing. Mediums, charcoal, pencil, colored chalk.

#### 101. Drawing from Life.

Sketching from costumed model.

**5. Water Color Painting—Three hours.**

Studies from still life, nature and landscape.

**1. Grammar Grade Methods.**

Elementary perspective, object drawing, elementary design, coloration of art with the other subjects of the curriculum.

**7. Constructive Design.**

Design and its application to problems in wood, block print, leather, toys and basketry.

**8. Pottery.**

Decorative tiles, bowls, vases, etc., are made. The department is equipped with a modern kiln, and the work of students is fired and glazed.

**102. Commercial Art.**

Lettering, posters and pictorial advertising, design and color.

**103. Antique.**

Charcoal drawing from casts in light and shade and in outline.

**GEOLOGY, PHYSIOGRAPHY AND GEOGRAPHY**

GEORGE A. BARKER, M.S.

**103. 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. Required in grammar grade courses.

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

This is the course required of students in the county school 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.

**8. Human Geography—Four hours, full quarter. Two hours, either quarter.**

The relation of man to his environmental realms as for instance, deserts, tropical forests, mountains, etc. Required in Intermediate, Sociology and History Courses.

**HISTORY AND POLITICAL SCIENCE**

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

HON. SIMEON D. FESS, Congressman, Ohio (Summer, 1919)

This department offers courses in the two fields, that of history and political science, of such nature that they meet the needs of teachers in the elementary and the high schools. The courses are arranged to cover the materials and the methods which are most helpful in presenting the subjects of history and civics in the schools.

In nearly every phase of school work the teacher utilizes the subject matter of history, either directly in teaching the subject or as supplementary material. History furnishes the background for an appreciation of the varied interests of the school; it is the basis of much of our thinking; and more and more it is assuming a prominent place in our daily experiences.

The increasing interest in civics or citizenship is a marked result of the war conditions. All phases of governmental activity are grow-

ing in importance. These features of our experience are reflected in the school programs. The courses offered in this field are of practical value to public school teachers.

**10. Social and Industrial History of the United States—Four hours.** Smith.

The current social and industrial conditions in the United States will be traced from their beginnings, and the European conditions which furnish traceable influences will be considered. Some topics are suggested: the natural resources; the influence of cheap land; the effect of invention, machinery, and science; the development of agriculture and manufacture; and the rise of great industries, capitalism, business combination, and labor organization.

**13. The Teaching of History in the Elementary School—Two hours.** Smith.

The history of history instruction in elementary schools; the aims and values of history teaching; the courses of study, past, present and projected for the future, covering both elementary and high schools; methods and materials for the elementary grades; testing results; and school problems related to history; such as, the place of history in the curriculum, and relation of history to other subjects.

**26. The Teaching of Civics in the Elementary School—Two hours.** Smith.

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

**30. Political Adjustment—Four hours.** Fess and Smith.

The course attempts to establish relationships between the individual and the political groups which serve him. Consideration is given to democratic ideals and values as opposed to the autocratic, to the opportunities and obligations connected with citizenship, to the place which public opinion holds in a republican government, and to the creating of American spirit. A definite effort is made to show relations between the individual, education, and the forms and processes of government.

**123. International Relations—Four hours.** Fess and Smith.

A study of the basic principles of international relations, traced historically; the development and application of these principles in recent European relations; American international ideals, including the Monroe Doctrine, Pan-Americanism, and the League of Nations.

**215. Research in History and Political Science.**

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

### HOME ECONOMICS

HELEN PAYNE, B.S., Director  
GLADYS SCHARFENSTEIN, Ph.B.  
WILKIE LEGGETT, B.S.  
MARGARET M. ROUDEBUSH, A.B.

The course in Home Economics is planned to meet the need of those wishing to teach these subjects in elementary or high schools and for regular students to substitute in the yearly schedule.

The teachers in the department will be glad to help in working out special problems that are brought to their attention.

**H. A. 4. Dressmaking—Four hours, full quarter.** Double period. Miss Roudebush.

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

**H. A. 5. Millinery**—Four hours, full quarter. Double period.  
Miss Roudebush.

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.

**H. A. 7. Dressmaking Practice**—Four hours, full quarter.  
Double period. Miss Scharfenstein.

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

**H. A. 103. Advanced Arts Crafts**—Four hours, full quarter.  
Double period. Miss Scharfenstein.

Application of color and form to articles for the home; emphasis on design, also on comparative costs of fabrics used in construction work of course.

**H. A. 112. Costume Design**—Four hours, full quarter. Double period.  
Miss Roudebush.

Study of the lay figure in the construction of designs for costumes and modeling of original designs for type figures.

**H. A. 117. Interior Decoration**—Four hours, full quarter.  
Miss Scharfenstein.

Application of principles of design to specific problems of the individual rooms of a house. Demonstrations in practice cottage.

**H. S. 3. Cooking and Serving**—Four hours, full quarter. Double period.  
Miss Leggett.

Planning, preparation and serving of meals. Special attention is given to care of dining room and table service.

**H. S. 6. Catering**—Four hours, full quarter. Double period.  
Miss Leggett.

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

**H. S. 7. Housewifery and Sanitation**—Four hours, full quarter.  
Miss Leggett.

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

**H. S. 8. Food Production**—Four hours, full quarter.  
Miss Payne.

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

**H. S. 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.

**H. S. 113. Dietetics**—Four hours, full quarter. Double period.  
Miss Payne.

Study of food values, costs and adaptation of food to children and adults in kind and amounts.

## HYGIENE AND ETHICS

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

In the courses given below, it is hoped that two great essentials in the training of a teacher—health and personality—may be fostered



and improved. The young woman who starts out upon her teaching career with a good physical foundation, and the advantage of a character developed through right ideas of conduct, has two assets which are invaluable.

**Hygiene 1.** One hour. Four days a week, each half-quarter.

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 and discussions.

**Ed. 37. Ethical Culture**—See description in the Department of Education.

### LATIN AND MYTHOLOGY

JAMES HARVEY HAYES, A.M.

For the Summer Quarter of 1919, the Department of Latin and Mythology will offer four courses, each running through the quarter.

#### LATIN

**1. Elementary Course**—Four hours. This course is well adapted to all students who have pursued the study of Latin a year or less.

**2. Advanced Course**—Four hours. This course is adapted to students who have had the ordinary high school course of three or four years of Latin. Selected texts will be used.

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

#### 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.

JOSEPHINE HAWES, A.M.

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.**

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. Materials and Methods in Literature and English for Grades Four, Five and Six—Second half-quarter.**

As the title indicates, this course deals with the materials appropriate for the intermediate grades in literature and oral composition.

**3. Materials and Methods in Literature and English for the Junior High School—Grades Seven, Eight and Nine—Three hours. First half-quarter.**

Mr. Phillips.

Similar to Course 2, but dealing with the literature, and oral and written composition suited to the Junior high school. The teaching of grammar is only touched upon in this course. Course 12 covers the subject of teaching grammar in detail.

**4. Functional English—Required of all Junior College students. Daily, three 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.

**5. Speaking and Writing English, continued—Daily, three hours. Full quarter.**

Miss Hawes.

Oral and written composition. A course planned to give additional practice to those students who do not get sufficient work in English 4 to enable them to use correct English with ease and directness.

**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.

Miss Hawes.

Junior College or Senior College. A reading course following the chronological development of our literature from 1660 to 1900.

**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.

**10. American Literature**—Four hours.

Mr. Phillips and Dr. Hulley.

Junior College or Senior College. A course in American literature following the plan of Courses 8 and 9 in English literature.

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

Miss Hawes.

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.

**129. Shakespeare's Plays**—Four hours. Full quarter, or two hours either half-quarter.

Mr. Phillips.

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.

**132. The Development of the Novel**—Four hours. Full quarter.

Mr. Cross and Dr. Vincent.

The development, technic and significance of the novel.

## GRADUATE COURSES IN ENGLISH

Graduate students may take any course in the Department of Literature and English numbered above 99.

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

## MATHEMATICS

G. W. FINLEY, B.S.

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

Mr. Finley.

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, four 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.

- 1. Solid Geometry**—Full quarter, four hours.

This course is offered for those who have finished their plane geometry in high school. It covers the ordinary theorems and exercises of the subject and lays stress upon the many applications which are to be found in every day life.

### MODERN FOREIGN LANGUAGES

EDWIN STANTON DU PONCET, Ph.D.

- 1. Beginning French**—First half-quarter. Meras' *Le Premier Livre et La Grammaire* par Labiche.

- 2. Beginning Spanish**—Bushee Spanish Grammar and the reading of *El Pajaro Verde* por Valera.

- 5. Intermediate Spanish**—Valera' *Pepita Jimenez* and *Valdes La Alegria del Capitan Ribot*. Prose composition. Conducted mostly in Spanish.

- 5. Intermediate French**—Maurey's *Le Chauffeur*, *Rosalie*, *Depuis Six Mois* et *M. Lambert*, *Marchand de Tableaux*.

- 101. Advanced French-Spanish**—A course in French fiction conducted in Spanish. All work in translation will be done into Spanish. For students who have two or more years in both languages. A five-hour course, allowing students three hours credit in each language.

#### Second Half-quarter

- 2. Beginning French**—A continuation of French 1. Selected texts.

- 2. Beginning Spanish**—A continuation of Spanish 1. Graded texts.

- 6. Intermediate French**—A continuation of French 5. Selected texts.

- 6. Intermediate Spanish**—A continuation of Spanish 5. Graded texts.

- 102. Advanced French-Spanish**—A continuation of Course 101. Devoted to three short comedies by Halevy and Labiche.

## 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, A.B., Piano  
 LUCY B. DELBRIDGE, Pd.M., Violin  
 RAYMOND H. HUNT, Clarinet

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, or for those who wish to become supervisors or 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, 105, 8, 9, 12, 13, 14 and 119.

Courses which are cultural in their nature and meant for the general or special student: Music 12, 13, 14, 17 and 119.

### Private Instruction

The Conservatory will be in full operation during the entire Summer Quarter. Students wishing to begin vocal or instrumental study or to continue their study while attending the Summer School will find an ideal opportunity to study with unusually accomplished teachers at very attractive rates.

The fixed policy of the Conservatory is to provide individual instruction of the highest possible artistic type at a considerably lower cost than is usually charged for the same grade of instruction. This is made possible because the state assumes all actual expense of salaries of teachers, and other overhead expenses, as it does in all other College subjects.

Especially attractive rates will be made to professional students or serious students who may wish to take two or more lessons per week. A flat reduction of ten per cent will be made to students wishing to take advantage of this opportunity. Rates will be furnished upon application. Practice rooms may be secured at the College.

Recitals by the Musical Faculty and by students will be given during the Summer Session.

The Chorus will present a program of worth-while numbers during the quarter. Those interested in choral singing should register for Music 6 the first week of school. Frequent recitals will be presented by the Philharmonic Orchestra to which all students will be invited.

The courses offered are of such a nature that some courses designated as Senior College may be elected by advanced students in the Junior College. Some courses ostensibly Junior College may be elected by Senior College students whose preparation has not been sufficient to enable them to elect Senior College classes.

**1. Sight Reading**—Required of Majors in Music. Open to Senior College students. Three hours.

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.**

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.**

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.

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

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

**8b. Harmony—Required of Majors in Music. Open to Senior College. Two hours.**

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.

**8c. Harmony—Required of Majors in Music. Open to Senior College. Two hours.**

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. Four hours.**

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

**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.

**105. Supervisors' Course—Four hours.**

The material used in the grades and high school is taken up and studied from a supervisor's standpoint. Actual practice in conducting works of a standard nature will be offered those interested in this course.

**119. Interpretation and Study of Standard Operas—Two hours.**

Operas of the classical and modern schools are studied, thru the use of the talking machine, and their structure and music made familiar to the class.

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

Organ work is arranged to fit the needs and ability of the individual. From beginning work to artistic solo performance. Some knowledge of piano is presupposed. To arrange work consult the director.

**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 is done during the class period, five actual hours of recitation command two credit hours per 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.

**2. Voice Culture**—Four hours, full quarter. Two hours either half-quarter. Miss Tobey.

Technical drill for freedom, flexibility and expressiveness of voice. Exercises for clear-cut accurate articulation. Interpretation of units of literature adapted, by their range of thought and feeling, to develop modulation, color and variety of vocal response. None of this practice is mechanical; even the technical exercise is controlled by a variety of concepts embodying the qualities sought.

**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. Elementary School Science**—Five days. Three hours, either half-quarter.

An elementary course planned to give teachers of the elementary schools and superintendents a better understanding of the fundamental

principles of many of the common school subjects, such as geography, physiology, hygiene, agriculture, etc. The course seeks to explain many of the ordinary happenings of every day life. Fully illustrated with simple apparatus easily obtained in any community.

**6. Theory and Practice of the Automobile**—Four days. Two hours. Either half-quarter.

Lack of knowledge as to the proper care, construction and operation of a car is responsible for much of the trouble, expense and short life of a car.

The purpose of the course is at least two-fold (1) To give such instruction in the theory of the construction and operation of a car that the repair expenses may be materially reduced, the life of the car much lengthened and the driving more of a pleasure.

(2) That teachers taking the course may be well enough informed in the subject to disseminate a correct knowledge of the automobile, thereby increasing a scientific education in the community.

Connected with the department is a large garage and repair shop which is well equipped with tools, parts of cars and a demonstrating car.

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

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

## 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 recreation course, of advanced team-play games. Hockey, indoor-ball, basketball, track, etc.

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

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

**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. Singing Games and Elementary Folk Dancing**—A course for those desiring play material for the lower grades. Junior and Senior College. Four periods, two hours credit. Miss Keyes.

**7. Folk Dancing**—Folk and national dances selected and arranged to meet the needs of schools and playgrounds. Junior and Senior College. Four periods, two hours credit. Miss Keyes.

**108. Esthetic Dancing**—Technic of the dance. Plastic exercises; the development of bodily co-ordination and rythmical responsiveness. Junior and Senior Colleges. Four periods. Two hours credit. Miss Keyes.



**109. Classical Dancing**—Advanced technic of classical dances. Prerequisite, Course 8. Junior or Senior College. Four periods, two hours credit. Miss Keyes.

### PRACTICAL ARTS

SAMUEL MILO HADDEN, A.M., Dean

The Practical Arts Division includes industrial arts, fine and applied arts, commercial arts, and occupies the entire Guggenheim Hall of Industrial Arts, also parts of the Training School and Library buildings. 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

S. M. HADDEN, A.M.

RALPH T. BISHOP

CHARLES M. FOULK, Pd.M.

OTTO W. SCHAEFER

#### Woodworking, Drafting, Printing and Bookbinding

The Woodworking, Drafting, Printing and Bookbinding 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 students 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 wood-working and drafting as thoro and practical as are to be found in the regular commercial shops.

**5. Methods in Practical Arts**—Required of all Majors in Industrial Arts, Commercial Arts and Applied Arts. Four hours.

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.

**1. Elementary Woodwork**—Required of Industrial Arts Majors. Four hours. Fee \$1.00.

This course is arranged for those who have had no experience in woodworking and is designed to give the student a starting knowledge of the different woodworking tools, their care and use. The construction of simple pieces of furniture is made the basis of this course.

**2. Intermediate Woodwork**—Required of Industrial Arts Majors. Four hours. Fee \$1.00.

This course is a continuation of Course 1 and is designed for those who wish to continue the work, and deals with more advanced phases of woodworking.

**19. Wood Turning**—Required of all Industrial Arts Majors. Four hours. Fee \$1.00.

The aim of this course is to give the student a fair knowledge of the woodworking lathe, its care, use and possibilities. Different types of problems will be worked out, such as cylindrical work, working to scale, turning duplicate parts, turning and assembling, the making of handles and attaching them to the proper tools. Special attention will be given to the making of drawings such as are used in ordinary wood turning.

**10. Elementary Mechanical Drawing**—Required of Industrial Arts Majors. Four hours.

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

**12. Elementary Architectural Drawing**—Required of all Industrial Arts Majors. Four hours.

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

**109. Advanced Art Metal**—Four hours.

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

**117. Elementary Machine Design**—Four hours.

This course includes sketches, drawings and tracings of simple parts, such as collars, face plates, screw center, clamps, brackets, couplings, simple bearings and pulleys. Standardized proportions are used in all drawings.

**118. Advanced Machine Design**—Four hours.

A study is made of the transmission of motion by belts, pulleys, gears and cams. Sketches, details and assembled drawings are made of valves, vises, lathes, band saws, motors and gas or steam engines.

**201. Seminar**—Four hours. On demand.

Individual research work in the field of practical arts. Problems to be selected upon consultation.

This is a conference course. Conference hours will be arranged to meet the demands of students in the course.

For other courses in Industrial Education, see the Department of Education, Senior and Graduate College.

Note: Other courses listed in the regular Year Book not listed in the Summer Catalog may be taken by special arrangement with departments in which courses are offered.

## PRINTING

**1. Elementary Printing**—Four hours.

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.

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.

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.**

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.**

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 lettering 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.**

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.

**THE SOCIAL SCIENCES**

GURDON RANSOM MILLER, Ph.D.

EDGAR DUNNINGTON RANDOLPH, A.M.

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.

**150. Social Reconstruction—Four hours, full Quarter; two hours either half Quarter.** Dr. Miller.

A study of social reconstruction from the standpoint of probable necessary changes in social institutions; with special emphasis on capital, labor, and the state, their changing relationship and growing interdependency.

**109. The Development of Social Institutions—Four hours, full Quarter; two hours either half Quarter.** Dr. Miller.

A study of institutions, their classification, the psychology of their development, the social necessity of rational change, the need for institutionalizing education, institutionalism as a growing principle of social progress.

**3. Educational Sociology—Four hours, every Quarter. Required in first year.** Professors Miller, Randolph, Hayes and Ross.

A course giving (1) background of information concerning origins and inter-relations 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 education to the problems of control and progress.

**12. Rural Sociology—Four hours, full Quarter. Two hours half Quarter.** Miss Whitman, Dr. Foght and Mr. Hargrove.

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 power in rural progress.

**123. Immigration and American Problems**—First half, two and a half hours. (Primarily Senior College and Graduate, but open to qualified Juniors.) Mr. Raldolph.

This short course is intended to be of practical benefit to two groups of people: (1) To teachers—especially teachers of history and civics—it offers the sociologists' and the economists' interpretative principles in the treatment of a social phenomenon which, tho it has been the life of America, is hardly considered in the usual school history. (2) To those interested in forming judicious views upon current problems of our life it offers as far as possible in the limits of such a course an impartial account of the great change in the character of our population in the 19th century, whereby from a people comparatively homogeneous we have come to exhibit in our composition the greatest mechanical mixture of racial stocks the world has ever known, and have suffered consequent weaknesses in our institutions. It is felt that the course is timely now in view of the recent recognition by the government of the peril implicit in our unassimilated aliens.

**132. The Modern Family and Its Problems**—Second half, two and a half hours. Mr. Randolph.

A brief popular course (i. e., untechnical) dealing with the family as the basic institution. It covers such topics as the general nature and functions of institutions; the institutional features of the family; the social functions of the family; the general conditions of normal family life; the social changes that have effected the family most powerfully; the tendencies of present thought in regard to the future of the family, etc.

**239. Social Theory of Education and Its Implications for Educational Reconstructions**—Five hours, four days, either half or full Quarter. Mr. Randolph.

This course is planned to give full and free opportunity for ambitious students to do, under direction and with the stimulus of class discussion, a considerable amount of intensive study upon the educational problems involved in the teaching of the subjects in which they are particularly interested. The course is introduced by a general statement and discussion of the social point of view, in which the problems of determining **proper objectives**, and of **securing an effective organization** of instruction are central. Such generalizations as can be formulated at the beginning of the course are brought forward, and the students are then turned to the critical study of the literature available for the several fields of their choice. They will sift out and arrange such guiding principles and generalizations as they can discover—and finally apply them tentatively in a brief illustrative outline.

The class work is organized upon the project plan. So far as possible the students will be grouped on the basis of their common interests and may work together if they choose. So far as feasible the initiative in class-discussions will be left to the students.

## COMMERCIAL ARTS

AMBROSE OWEN COLVIN, B.C.S.  
FLORA ELDER, A.B.

The Commercial Department will give a complete list of courses during the Summer Quarter. These courses will include: Shorthand, Typewriting, Bookkeeping, Accounting, and all other branches of commercial work, including the teaching of the subjects which are usually given in commercial colleges.

This department is organized for the training of commercial teachers for high schools as well as for instruction in the commercial arts.

### Courses

The courses offered for the summer of 1919 are listed in the Program of Courses, under the names of Mr. Colvin and Miss Elder.





# INDEX

	Page		Page
Administrative Regulations...	17	Geometry .....	42
Admission .....	15	Grading System.....	16
Advanced Standing.....	15	Graduate College.....	20
Agriculture .....	31	Graduation .....	18
Algebra .....	41	Grammar .....	39
Altitude .....	6	Greeley .....	6
Arithmetic .....	41	Gymnastics .....	46
Art .....	35	History .....	36
Bible Study.....	9	History of the College.....	9
Buildings .....	8	Home Economics.....	37
Biology .....	24	Hygiene and Ethics.....	39
Bionomics .....	24	Industrial Arts.....	47
Biotics .....	24	Junior College.....	18
Bird Study.....	24	Kindergarten .....	33
Board of Trustees.....	4	Latin .....	39
Bookbinding .....	49	Lectures, General.....	10
Botany .....	24	Literature and English.....	39
Business Accounting.....	50	Location of the College.....	6
Camp Fire Girls.....	9	Manual Training.....	47
Campus .....	8	Mathematics .....	41
Chemistry .....	25	Millinery .....	38
Child Study.....	30	Modern Languages.....	42
Civics .....	36	Music .....	43
Climate .....	6	Mythology .....	39
Climatology .....	36	Organization of the College..	14
Commercial Arts.....	50	Oral English.....	45
Community Co-operation Plan	9	Physical Geography.....	36
Cooking .....	47	Physical Science.....	45
County Schools.....	25	Physical Education.....	46
Courses of Study.....	22	Physics .....	45
Dancing .....	40	Playground Games.....	46
Demonstration School.....	26	Practical Arts.....	47
Diplomas and Degrees.....	19	Printing .....	48
Domestic Science.....	37	Psychology .....	30
Dramatics .....	45	Reading .....	45
Economics .....	49	Recreation .....	6
Education .....	27	Residence, Minimum.....	19
Education, Elementary.....	33	Rural Schools.....	26
Education, Secondary.....	33	School Reviews.....	34
English .....	39	Senior College.....	18
Esthetic Dancing.....	46	Shorthand .....	50
Equipment .....	8	Sociology .....	49
Excursions .....	7	Spanish .....	42
Expenses .....	5	Thesis .....	21
Faculty .....	3	Training Department.....	32
Fees .....	5	Trigonometry .....	41
Fine and Applied Arts.....	35	Typewriting .....	50
Folk Dancing.....	46	Vocational Education.....	29
Foreign Languages.....	42	Woodwork .....	47
French .....	42	Zoology .....	24
General Lectures.....	10		
General Science.....	45		
Geography .....	36		
Geology .....	36		

# Colorado State Teachers College

Greeley, Colorado

*SUMMER QUARTER, 1919*

## The Calendar

### THE FIRST HALF QUARTER

June 16, Monday—Registration Day for the Summer Quarter.

June 17, Tuesday—Classes begin.

A fee of one dollar is collected for late registration after Monday, June 16.

July 4, Friday—Independence Day.

July 18, 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 21, Monday—New enrollments. Classes begin.

August 22, Friday—The Summer Quarter closes. Graduation Day.

### ATTENTION

Every student should read pages 5 to 18 in order to understand the details of College Administration.

### FALL QUARTER

The Fall Quarter begins Monday, September 29, 1919. Ask for the Annual Catalog. Address State Teachers College, Greeley, Colorado, J. G. Crabbe, President.