

COLORADO STATE
Teachers College



Preliminary
Fall Announcements
1920

CALENDAR FOR THE YEAR
1920 - 21

Fall Quarter begins Sept. 27, 1920
Winter Quarter begins Jan. 3, 1921
Spring Quarter begins Mar. 29, 1921
Summer Quarter begins June 20, 1921
Fall Quarter begins Oct. 3, 1921

Colorado State Teachers College

A PROFESSIONAL COLLEGE
FOR TEACHERS

Greeley, Colorado

COLORADO STATE
Teachers College



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Fall Announcements
1920

The Annual Catalog
will be issued
August 15, 1920



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SERIES XX
MAY, 1920
NUMBER 2

THE FORTHCOMING YEAR BOOK

The custom of Colorado State Teachers College has been to publish its year-book and catalog in the early part of May. Before the adoption of the system of dividing the year into four quarters this was the logical arrangement, for the school year ended with the Spring Quarter. A catalog of the students and faculty including all names entered in the Fall, Winter and Spring Quarters was complete for the year. But now that the year is not finished till the end of the Summer Quarter, it becomes the logical plan to withhold the publication of the year-book until such a time as will make it possible to include all who are enrolled for the four quarters of the year, making the Summer Quarter the fourth quarter of the year.

Accordingly, this bulletin is issued as a preliminary statement of the programs of the College for the coming year. It will set forth the essential details of the Courses of Study, the attractive features of the College, the regulations governing the entrance and graduation, diplomas and degrees, and all other matters which the prospective student should know early in the summer while making his or her plans for the ensuing school year.

The Annual Catalog will be issued not later than August fifteenth and will contain the names of all students who have enrolled for any of the four quarters of the scholastic year 1919-1920.

Location of the College

The College is located at Greeley, fifty-two miles north of Denver, on the main line of the Union Pacific, and on the Greeley, Fort Collins and Denver line of the Colorado & Southern Railway. The city is a beautiful town of 12,000 people, lying in the valley of the Cache La Poudre River. The streets are wide and shaded. The lawns are perfect and the homes very attractive. The city lies in a very rich, irrigated, agricultural district thirty miles from the foot-hills, or fifty miles from the Rocky Mountain National Park. The College Campus is a beautiful park within the city limits and lying upon a gently sloping hillside bordering the river valley—an ideal college site and surroundings.

The altitude is 4,567 feet. The days are sunny and the summer nights cool. The water supply of the city is perfect. The water is brought forty miles from a moun-

tain cañon, through a large wooden conduit, after having been thoroughly settled and filtered.

History of the College

The legislature of 1889 authorized the establishment at Greeley of a state normal school. In October, 1890, the school opened in rented rooms with five instructors and a few students. At the beginning of the second year the course of study was revised so as to admit graduates of elementary schools and give them a four-year course of preparation for teaching. In 1897 the requirements for admission were advanced to high school graduation or its equivalent. The course of study extended two years beyond the high school. The legislature of 1911 made the normal school a teachers college. The requirements for admission were made strictly high school graduation and the course of study was extended to four years, the student still having the privilege of graduating at the end of the second year and receiving at that time the Colorado Life Teacher's Certificate. The summer school was started in 1905 with a small faculty and a hundred and twenty-five students. The term was six weeks. In 1918 the school adopted the quarter system and made the summer quarter in every way the equivalent of the other three quarters. The College has had a steady and substantial growth. From a faculty of five, its teaching force has grown to sixty-eight. The enrollment of college students for the three quarters of the year has grown to seven hundred. The Summer Quarter enrolls twelve hundred. The total enrollment, including the resident college students, the high school, the elementary school, the rural demonstration schools and the extension service, exceeds four thousand.

The Function of the College

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 art, 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.

A Professional School for Teachers

The evolution of the technical school for the training of Teachers in America has been much slower than that of the professional schools of law and medicine. For a long time it was assumed that any one who knew subject matter could teach what he knew. Then the normal school came in with a course of study very much like that of the high school whose aim was to prepare for college. There was this difference, however: the normal school added to the course of study a limited amount of general psychology, a brief history of education, some instruction in the theory of teaching and some practice in teaching in a "model" or "training" school. Teachers were trained in the classical colleges and in universities in much the same way except that there was no practice teaching and that the courses were of college grade and not of high school grade.

In the main the program for teacher-training in America today is that just described. Only a few teacher-training schools, less than a dozen, have caught the idea of professional education for teachers comparable to that of lawyers, doctors and engineers; and of the few, less than half have been able to throw off the hampering normal school traditions and proceed fearlessly to educate young men and women for the profession of teaching.

Colorado State Teachers College is conscious of its

mission, and aware of the means by which its purpose is to be accomplished, and is proceeding as rapidly as public opinion will permit to realize its aim.

Requirements for Admission—The first essentials in training young people to be real teachers is that they shall have a good general education as a background for their professional education. While the present high school course is more or less the traditional preparation for a general college education and is not especially adapted to the needs of students who are later to take any kind of professional training, it represents a standard of achievement in mental development which serves roughly to determine whether a student may profitably undertake a higher education. Accordingly, Colorado State Teachers College requires for admission the completion of at least fifteen units in an acceptable high school.

Students having fourteen units may obtain *conditional admission*, but the fifteenth unit must be completed in the Industrial High School during the student's first year. This subject may be carried at the same time the student is carrying a college program of twelve recitation hours per week.

Occasionally the college admits as a *special student* one who is mature in years and seems to have the ability to do college work of a high grade. Others with inadequate preparation are assigned to the high school if under eighteen years of age, or to the Ungraded School for Adults if over. Students who do not expect to become teachers but who wish to do a part of their college work in Greeley before going elsewhere are allowed to enter as *unclassified* students and to select any subjects they may wish to take.

The Faculty—High School graduation, followed by normal school or teachers college training and extended university study, together with practical public school teaching experience, is the preparation expected of those who teach in a professional school for teachers. The heads of most of the twenty-two departments of Teachers College have had this preparation for their work. Indeed, most of the sixty-eight professors, assistant professors and instructors have had this educational experience.

Buildings and Equipment—The college buildings are modern, artistic, substantial and commodious. These consist of: the Administration Building, the Library, the Training School, the Practical Arts, the Home Eco-

nomics, the Gymnasium, the President's Home, the Women's Club House, the Model Cottage, the Heating Plant, the Greenhouse and other service buildings. These buildings are equipped with books, materials and laboratories, apparatus, and museums, necessary in such a college as this.

Financial Support—The College is supported mainly by a state tax established by law. In addition to this it has an additional income from fees, state school fund, government aid to physical education, and from other sources. Its total income for maintenance is about \$250,000 a year. In addition to this the state has provided a building fund of about \$75,000 a year for a period of ten years. This will be used to complete the group of buildings necessary to house a complete modern teachers college.

Graduation, Diplomas, the Life Certificate, Degrees, Etc.—Upon the completion of 96 hours, or the ordinary work of six quarters, twelve weeks each, a diploma is granted, which diploma is a life certificate to teach in any position in any public school in Colorado. A similar diploma-certificate is granted upon the completion of the three-year course. Upon the completion of the four-year course the student is granted a degree of Bachelor of Arts in Education. The degree of Master of Arts in Education is granted for a year's work beyond the bachelor's degree. Both these diplomas are also life certificates and are recognized in Colorado and most other states. A student must be in residence in Greeley at least three quarters and earn at least forty-eight hours before any degree or diploma will be granted. One additional quarter of residence is required before the three-year diploma is granted and another before the A. B. degree is granted. Work done in group courses, twelve hours or more for each quarter, conducted by the college instructors may count as one resident quarter for the first diploma, and one for the A. B. degree.

The Grading System—All grades in the College are recorded in figures to represent the quantity of work done and in letters to represent the quality. The letters used are AA, A, B, C, D, and F. F stands for failure. A subject graded 3C would indicate a three hour course done with less than the average success. Twenty per cent is added for work of AA quality and ten per cent for A. Ten per cent is deducted for B and twenty per cent for C. A course graded 4B carries four hours'

credit. One marked 4A carries 4.4 hours, while one marked 4C carries only 3.6 hours, etc.

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 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 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.

Fees and Expenses

The expense of attending Teachers College is as low as it can be made by careful management. A student's total expense may be estimated by taking into account the three largest items: board, room rent and college fees. Board in the College Cafeteria where food is supplied at cost to the student will vary from \$3.50 to \$4.50 per week. In private boarding houses the cost is usually a little more—from five to six dollars a week. The College as yet has no dormitories. Students room in private houses near the College. The charge for a room for two students is from twelve to sixteen dollars per month. This is six to eight dollars each. Rooms equipped for light house-keeping may be had at a cost of eight to twelve dollars a month. The college fees are eight dollars a quarter for the Fall, Winter and Spring Quarters. Moderate laboratory fees are charged for laboratory courses. The summer quarter is self-supporting and requires a fee of thirty dollars.

There is no extra fee for the regular public school music and art classes, but private lessons in these subjects are charged for at the usual rates for such lessons.

Students buy their text-books at the College Bookroom, but these books, if still in use, may be resold at a slight discount at the end of the quarter.

The necessary expenses for a quarter are about as follows:

Board, twelve weeks, at \$4.00 a week	\$48.00
Room, twelve weeks, at \$1.50 a week	18.00
College incidental fee	8.00

To this total of \$74.00 should be added laboratory fees, railroad fare, cost of clothing, laundry and incidentals. It will be found that the cost of an education is as low as it can be made.

The Christian Associations

Three Christian organizations serve the religious needs of the student community, and each of these works in useful co-operation with the churches of the city. The Young Men's and Young Women's Christian Associations are directed mainly by the Protestant interests in the College and the Newman Club by the Catholic. There is among these organizations the best feeling of fellowship and co-operation. It is mainly through these organizations that the Greeley Plan of Bible Study and the Community Co-operation Plan of outside social service are conducted.

Honorary Fraternities

Two honorary fraternities have chapters in the College. These are Kappa Delta Pi, the Honorary Fraternity in Education, and Pi Kappa Delta, the national debating fraternity. Members are selected for each on account of achievement alone.

Financial Aid to Deserving Students

College Scholarships—The College regularly issues annually two scholarships to each high school in the state. These are assigned by the superintendent and principal to the two students in each graduating class who expect to become teachers and who have shown in their high school years adaptability to the teaching profession. The student's need of financial assistance is also taken into account in determining who shall receive the scholarships. These college scholarships are accepted at the College in lieu of college fees through the four-year course in any quarter except the summer.

Loan Funds—Several funds are available to students in the form of loans. None of the funds is large enough to warrant loans large enough to carry a student through a whole course or even a whole year. The money from these funds is usually lent to help a student through at

the end of a quarter or a year and is issued in sums of ten to fifty dollars. The funds from which students at present may borrow are: The Colorado Federation of Women's Clubs, the William Porter Herrick Memorial Fund, the Students Relief Fund, the Y. W. C. A. Students Aid Fund, the Senior College Scholarship Fund, and the Junior College Scholarship Fund. A scholarship in education provided by Greeley business men with a stipend of \$300 a year, and one in music are available to two undergraduate students. Ask for information if interested.

Graduate Scholarships—In addition to the college scholarships (good for college fees only) and the Loan Funds, there are at the disposal of the College several scholarships which will pay all or a considerable part of a graduate student's college expenses. These are:

1. The Henry Strong Graduate Scholarship of \$300 a year.
2. The Presbyterian Church Graduate Scholarship of \$600 a year.
3. The Presbyterian Brotherhood Scholarship of \$150 a year.
4. The Weld County Savings Bank Scholarship of \$100 a year.
5. The Congregational Church Scholarship of \$300 a year.
6. Three Graduate Scholarships of \$450 a year provided by the College.
7. The Denver Teachers Graduate Scholarship of \$100 a year.
8. The Delta Phi Omega Graduate Scholarship of \$150 a year.

The regular college fees are waived for holders of any of these scholarships. For information concerning any of these graduate scholarships address Dean Thomas C. McCracken.

The Training School

Opportunity for observing expert teaching in all grades and subjects is provided in the Training School and in the Industrial High School. Under expert supervision these two schools have become leaders in educational practice in this part of the country. The student teacher has an opportunity to do practice teaching in these schools

under expert direction and advice. The following regulations apply to practice teaching:

Student 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 by presenting to the superintendent of the Training School satisfactory evidence warranting such exemption.

The State Board of Examiners—Every student before being granted a life certificate appears before the State Board of Examiners to teach a model lesson. Only students who have had at least a quarter's practice in the Training School are admitted to this examination. A second examination is not required of those who are taking a senior or graduate college diploma, if they have already taught successfully before the State Board.

The Extension Department

The College renders a significant service to active teachers by maintaining its extension service. Through this department teachers may carry one or more college subjects while teaching. Thus a teacher by using the Extension courses and the summer quarters may graduate from the two-year or four-year course without a break in active teaching. West of the Rocky Mountains the University of Colorado, Teachers College and the State Normal School of Gunnison conduct their extension groups under a joint director. Extension credits earned anywhere in the state are accepted by any one of the three schools. Where it is possible extension groups are organized and instructed by a member of the college faculty. In distant centers the group is organized by a local leader chosen by the College. Where a group is impracticable the work is carried on by individual correspondence study directed by a member of the college faculty.

The Summer Quarter

The Summer Quarter is maintained upon the same footing as the other quarters, except that it has more of the

advanced courses. The students on the average are more mature and many have already had considerable experience as teachers. On this account advanced courses are given and the faculty is augmented by a large number of teachers and lecturers from other colleges and universities. Well known superintendents are also employed to give the teachers the results of their practical experience in the field. During the Summer Quarter of 1919 the following teachers and lecturers were employed:

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, Columbus 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.

Edward Carey Hayes, Ph.D., Professor 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. Foght, Ph.D., Rural School Specialist, U. S. Department of Education.

For 1920 the following persons are engaged:

Edward Howard Griggs, L.H.D., New York City.

Edward T. Devine, Ph.D., Director of the New York School of Philanthropy, New York City.

- Lincoln Hulley, Ph.D., President of Stetson University, Deland, Florida.
- Edward Rynearson, Ph.D., Director of Vocational Guidance, Pittsburgh Public Schools, Pittsburgh, Pennsylvania.
- Elwood P. Cubberley, Ph.D., Dean of the School of Education, Leland Stanford Junior University, California.
- Edward Carey Hayes, Ph.D., Professor of Sociology, University of Illinois, Urbana.
- Harvey S. Gruver, Ph.D., Superintendent of Schools, Worcester, Massachusetts.
- Harry L. Miller, A.B., Principal, the University High School of University of Wisconsin, Madison.
- Guy M. Whipple, Ph.D., University of Michigan, Professor of Experimental Education and Director of the Bureau of Mental Tests and Measurements, Ann Arbor, Michigan.
- George D. Strayer, Ph.D., Professor of Educational Administration Teachers College, Columbia University, New York City.
- Ernest Horn, Ph.D., Head of Department of Experimental Education, University of Iowa, Iowa City.
- W. G. Chambers, A.M., D.Litt., Dean of School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania.
- E. B. Bryan, LL.D., L.H.D., President Colgate University, Hamilton, New York.
- A. L. Hall-Quest, A.M., College for Teachers, University of Cincinnati, Ohio.
- H. B. Wilson, Superintendent of Schools, Berkeley, California.
- J. F. Keating, Superintendent of Schools, Pueblo, Colorado.
- J. J. Cammack, Superintendent of Schools, Kansas City, Missouri.
- J. H. Beveridge, Superintendent of Schools, Omaha, Nebraska.
- W. B. Ittner, School Architect, St. Louis, Missouri.
- R. D. Burtner, Specialist in Gymnasium Construction, Narragansett Machine Company, Chicago.
- Genevieve Kirkbride, Specialist in Kindergarten and Primary Education, University of Chicago, Illinois.

- Frank B. Dyer, Former Superintendent of Boston Schools, Cincinnati, Ohio.

The Graduate School

The Graduate School 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 Courses of Study

Colorado Teachers College is a technical school. Its business is to train teachers for all the kinds of schools maintained within the state. To do this it maintains several courses of study, each directed by the head of one of the college departments.

Two-year and four-year courses of study are maintained in each of the departments listed below except in Agriculture. In that department only the two-year course is given:

Agriculture, Biology, Chemistry, Commercial Arts, Education (including courses planned especially for kindergarten, primary, intermediate, junior high school and rural school teachers, and for principals, supervisors and superintendents), Educational Psychology, Fine and Applied Arts, Geology, Physiography and Geography, History and Political Science, Home Economics, Hygiene and Physical Education, Industrial Arts, Literature and English, Mathematics, Music, Physics, Romance Languages and Latin and Social Sciences.

Each of the courses differs somewhat from the others but each contains a group of subjects which the faculty regards as an essential core to any professional course of study for teachers. These core subjects for the first and second years are: Educational Biology (Biol. 2), Educational Values (Ed. 8), Educational Sociology (Soc. 3), Speaking and Writing (Eng. 4), Educational Psychology (Psych. 2a and 2b), the Elementary School Curriculum in the Training School (Ed. 1), two quarters of practice teaching in the Elementary School, and a course of talks to women on personal ethics. Students in these two years are required to take physical exercise each quarter.

In the third and fourth years the following subjects are required of all: Psychology (Psych. 104 or 105) of the Elementary, or the High School Subjects, Educational Tests and Measurements (Psych. 108), Social Maladjustments (Soc. 105), Principles of Education (Ed. 111), and Principles of High School Teaching and Practice Teaching in the High School (Ed. 103 and 105), and the High School Curriculum (Ed. 116) for those who expect to become high school teachers.

In addition to these required subjects each course contains a number of subjects prescribed by the department and some room for free electives. The details of each course may be found in the Year Book.

The Administration of the Courses

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.

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 through 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.

A student who wishes to take a larger program than sixteen hours 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 Student's 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.

THE DEPARTMENTS

The courses listed below under each department are cataloged by number and title only. The lists are complete. The descriptions of the courses may be found in the forthcoming Year Book to be issued August 15.

Agriculture

William Henry Hargrove, Pd.B., B.S. Ed., B.S. Ag.

1. Animal Husbandry.
2. Farm Animals.
3. Methods in Gardening and Truck Crops.
4. Farm Crops.
5. Soil Physics and Soil Fertility.
6. Elements of Dairying.
9. Forage Crops.
- 10a. Poultry Raising.
- 10b. Poultry Raising.
11. Feeds and Feeding.
12. Farm Management.
13. Agricultural Education and Life.
14. Breeds of Livestock.
41. Beef Production.
42. Dairy Feeding.

50. Grain Judging.
60. General Pomology.

Biological Sciences

Leveret Allen Adams, Ph.D.

Biology

2. Bionomics
4. Biological Seminar

Zoology

1. Invertebrate Zoology
2. Invertebrate Zoology
3. Vertebrate Zoology
4. Ornithology
5. Bird Study
6. Mammals
101. Zoological Technic
107. Protozoology
108. Animal Behavior
109. Parasitology
110. Problems in Zoology
210. Comparative Vertebrate Anatomy

Botany

1. Elementary Botany
2. General Botany
3. Systematic Botany
4. Botany of Trees
101. Advanced Systematic Botany
103. Problems in Botany
104. Plant Ecology

Bacteriology

1. Bacteria, Yeasts and Molds

Nature Study

1. Nature Study
2. Nature Study
3. Nature Study

Biotics

101. Biotics
102. Biotics—Heredity
103. Biotics—Eugenics

Chemistry

William Gray Bowers, Ph.D.

1. General Chemistry
2. General Chemistry
3. General Chemistry
4. General Chemistry

5. General Chemistry
6. General Chemistry
7. Qualitative Analysis
103. Organic Chemistry
109. Organic Chemistry
110. Organic Chemistry
111. Organic Chemistry
112. Food Chemistry
113. Food Chemistry
- 114 and 114B. Quantitative Analysis
- 115 and 115B. Industrial Chemistry
116. Agricultural Chemistry
117. Teaching of Chemistry
118. Radioactivity

Education

Thomas C. McCracken, Ph.D.

Frank Lee Wright, A.M.

Lynn B. McMullen, A.M.

John C. Muerman, A.M.

Mark Sweany, A.M.

Samuel Milo Hadden, A.M.

Bella Bruce Sibley, A.M.

Hulda A. Dilling, B.E.

Freda A. Rohr, A.B.

Clara M. Wheeler, B.S.

Lela Aultman, Pd.M.

Grace Wilson, A.B.

Bess Cunningham, B.S.

1. Introduction to Teaching
2. Student Teaching in the Elementary Training School
3. Primary Grade Methods
4. Intermediate Grade Methods
7. Practical Projects in Primary Grades
8. Educational Values
10. The Elementary School Curriculum
12. Current Movements in Social Education
15. Vocational Guidance
16. Girls' Camp Fire Work
17. Boy Scout Work
21. County School Problems
22. Student Teaching in County Demonstration Schools
25. Administration of Consolidated Schools

26. (a and b) The County School Curriculum and the Community
32. History of Education in Ancient and Medieval and Renaissance Times
33. History of Modern Education
38. Vocations for Women
51. Literature and Story-Telling in the Kindergarten and Primary Grades
52. Use of Materials in the Kindergarten and Primary Grades
53. Plays and Games for Kindergarten and Primary Children.
57. The Kindergarten Curriculum
103. Student Teaching in the Secondary Training School
105. Principles of High School Teaching
107. Advanced Course in High School Practice Teaching
108. Educational Supervision
109. High School Supervision
110. Supervised Study
111. Philosophy of Education
112. School House Construction
113. Organization and Administration of the Junior High School
114. Primary Supervision
116. The High School Curriculum
120. High School Administration
125. Education for the Physically Handicapped
130. County School Supervision
135. Educational Classics
142. Educational Administration
143. The Federal Government in Education
147. Educational Surveys
152. Principles Underlying the Education of Children in the Kindergarten and Primary Grades
153. Kindergarten Materials
154. Kindergarten Seminar
217. Vocation Education
223. Research in Education
228. Comparative School Systems
229. Current Educational Thought
246. Educational Problems

Education—County Schools

A.M., Director

Education—Secondary

State High School of Industrial Arts

Mark Sweany, A.M., Principal

Educational Psychology

Jacob D. Heilman, Ph.D.

Marvin F. Beeson, Ph.D.

1. Child Hygiene
2. Educational Psychology
3. Child Development
104. Psychology of Elementary School Subjects
105. Psychology of the High School Subjects
106. Clinical Psychology
107. Mental Tests
108. Educational Tests and Measurements
109. Psycho-clinical Practice
110. General Psychology
111. Speech Defects
112. History of Auxiliary Education
113. Vocational Psychology
212. Psychological and Statistical Methods Applied to Education
213. Conference, Seminar, and Laboratory Courses

Ethics

Helen Gilpin-Brown, A.B., Dean of Women

1. Ethics—Personal Talks on Right Living
2. Ethics—Ethical Culture

Geology, Physiography and Geography

George A. Barker, B.S., M.S.

2. Physical Geography
4. Geography of North America
5. Geography of Europe
7. Commercial Geography
8. Human Geography
12. Geography Method
52. Geography of South America
100. College Geology
103. Climatology
113. Mathematical Geography
120. Geography of Polar Lands
122. Biogeography
130. The Islands of the Sea
144. Geography and Geology of Mountains
150. Geography of Colorado

History and Political Science

Edwin B. Smith, B.S., A.M.

5. Early Modern Europe
6. Recent European History
10. Social and Industrial History of the United States
11. Commercial History of the United States
12. State and Local Government
13. The Teaching of History in the Elementary School
25. Comparative Government
26. The Teaching of Civics in the Elementary School
27. Contemporary History
28. Ancient Social History
30. Political Adjustment
107. Modern England and the British Empire
117. The Teaching of History and Civics in the High School
104. Western American History
116. Spanish American History
118. Financial History of the United States
123. International Relations
124. History of the Far East
212. American Constitutional Development
213. The Literature of American History
214. Methods in Historical Research
215. Research in History

Home Economics

Margaret Roudebush, Director

Elizabeth Clasbey, A.B.

Edith Gale Weibking, A.B.

Hester Ann Allyn, B.S.

Household Arts

1. Textiles
2. Design
3. Garment Making
4. Advanced Textiles
5. Drafting and Pattern Making
6. Elementary Dressmaking
107. Costume Design
108. Costume Design 2
109. Advanced Dressmaking
110. Millinery
111. Home Economics

112. House Plans

113. Interior Decoration

Household Science

1. Food and Cookery
2. Food and Cookery
3. Cookery and Table Service
103. Dietetics
104. Catering—Planning and Serving Functions
105. Child Care
106. Home Nursing
107. Home Management
108. Home Management

Hygiene and Physical Education

Royce R. Long, A.B., Director

Helen Gilpin-Brown, A.B., Dean of Women

Marvin F. Beeson, Ph.D., Professor of Educational Psychology

Margaret Joy Keyes, A.B., Assistant Professor of Physical Education

William E. Search, Assistant Professor of Physical Education

Helen Pearl Lipp, M.D., Medical Adviser of Women

Edwin W. Knowles, M.D., Medical Adviser of Men

Earl I. Varvel, D.D.S., Dental Examiner

I. Informational Courses

1. Physiology and Hygiene of Exercise
2. Anatomy and Kinesiology
3. Anthropometry and Physical Examinations
4. Play in Education
5. History of Physical Training
6. Research in Physical Education
7. General Hygiene
8. Individual Hygiene
9. Group Hygiene
10. Group Hygiene
11. Intergroup Hygiene
12. First Aid

II. Practical or Exercise Courses

101. Light Gymnastics
102. Gymnastics
103. Gymnastics
- 103a. Gymnastics
104. Apparatus, Fencing, Archery
105. Personal Combat Games, Heavy Apparatus and Tumbling

- 105a. Personal Combat Games, Heavy Apparatus and Tumbling.
- 106. Singing, Games and Elementary Folk Dances
- 107. Folk and National Dances
- 108. Esthetic Dancing
- 109. Classical Dancing
- 110. Interpretative Dancing
- 111. School Gymnastics
- 112. Plays and Games
- 113. Playground Organization and Supervision
- 114. Athletics for Women
- 115. Recreation Course
- 116. Athletic Games
- 117. Athletic Coaching

The Library

Albert F. Carter, A.B., M.S., Librarian
 William B. Page, M.D.
 Edith Stephens, A.B.
 Vera Campbell, A.B.
 1. Library Science

Literature and English

Ethan Allen Cross, A.M.
 Frances Tobey, B.S., A.B.
 Rae E. Blanchard, A.M.

- 1. Materials and Methods in Reading and Literature
- 2. The Teaching of Written English
- 3. Public Speaking and Oral Composition
- 4. Speaking and Writing English
- 5. Speaking and Writing English
- 6. American Literature
- 7. The Epic
- 8. The History of English Literature
- 9. The History of English Literature
- 10. The History of English Literature
- 11. A Study of English Words
- 12. Voice Culture
- 13. The Art of Story Telling
- 14. Dramatic Art
- 15. Types of Literature
- 16. Contemporary Literature
- 17. Comedy: A Literary Type
- 22. Greek and Roman and Norse Myths
- 31. The Short Story

- 109. Advanced English Composition
- 101. Journalistic Writing
- 102. Journalistic Writing
- 104. Advanced English Grammar
- 105. Oral English in the High School
- 106. The Teaching of English in the High School
- 107. General Literature—Greek and Latin
- 108. General Literature—Italian, Spanish and French
- 109. General Literature—German, Scandinavian and Russian
- 116. The Festival
- 120. Lyric Poetry
- 121. Nineteenth Century Poetry
- 122. Victorian Poetry
- 123. Contemporary Lyric Verse
- 125. Nineteenth Century Prose
- 126. The Familiar Essay
- 127. Selected Plays of Shakespeare
- 128. Shakespeare's Plays
- 129. Shakespeare's Plays
- 130. Elizabethan Drama Exclusive of Shakespeare
- 132. The Development of the Novel
- 133. The Recent Novel
- 134. Modern Plays

Mathematics

George William Finley, B.S., M.S.

- 1. Solid Geometry
- 2. Plane Trigonometry
- 4. Surveying
- 5. College Algebra
- 6. College Algebra
- 7. Analytic Geometry
- 8. The Teaching of Arithmetic
- 9. The Teaching of Arithmetic
- 100. The Teaching of Secondary Mathematics
- 101. Differential Calculus
- 102. Integral Calculus
- 104. Descriptive Geometry
- 106. Descriptive Astronomy
- 200. Advanced Differential Calculus
- 201. Differential Equations
- 202. Advanced Integral Calculus

Music

John Clark Kendel, A.B., Director

M. Eva Wright, Piano, Pipe Organ

Hazel Kennedy, A.B., Piano

Lucy B. Delbridge, Pd.M., Violin

Raymond H. Hunt, Clarinet

1. Sight Reading
2. Methods for the First Eight Grades
3. Kindergarten and Primary Music
5. Methods for Special Students
6. Chorus Singing
7. History of Ancient and Medieval Music
8. Harmony
9. Advanced Harmony
10. Methods in Appreciation
12. Individual Vocal Lessons
13. Individual Piano Lessons
14. Individual Violin Lessons
17. Modern Composers
100. Advanced Harmony and Counterpoint
101. Composition and Analysis
102. Orchestration
103. Advanced Orchestration
105. Supervisors' Course
106. Choral and Orchestral Conducting
112. Advanced Vocal, Individual Instruction
113. Advanced Piano, Individual Instruction
116. School Entertainments
119. Interpretation and Study of Standard Operas
120. Interpretation and Study of Standard Oratorios and Symphonies
121. Research

Physics

Francis Lorenzo Abbott, B.S., A.M.

1. General Physics
2. General Physics
3. General Physics
4. General Science for the Kindergarten and the First Eight Grades

- 4a. Kindergarten Science
- 4b. Directed Play with Structural Toy Building Materials
- 4c. Science for Intermediate Grades
5. Applied Elementary Household Physics
6. Theory and Practice of the Automobile
10. Household Physics
11. Household Physics
12. Household Physics
100. The New Physics
101. Historical Physics
102. Radiographic Physics
103. Alternating Current Simplified
104. Methods of Teaching Physics
200. Theory of Relativity

Practical and Industrial Arts

Samuel Milo Hadden, A.M., Dean

Ralph T. Bishop

Charles M. Foulk, Pd.M.

Otto W. Schaefer

1. Elementary Woodwork
2. Intermediate Woodwork
3. Woodworking for Elementary Schools
4. Toy Construction
5. Vocational Education
6. Repair and Equipment Construction
8. Elementary Art Metal
10. Elementary Mechanical Drawing
11. Projections
12. Elementary Architectural Drawing
13. Intermediate Architectural Drawing
14. Care and Management
19. Wood Turning
104. Pre-vocational Education
105. Advanced Architectural Drawing
109. Advanced Art Metal
116. Historic Furniture
117. Elementary Machine Design
118. Advanced Machine Design
120. Pattern Making
121. Advanced Cabinet Making
124. Machine Work
201. Seminar

Printing

1. Elementary Printing

- 1b. Elementary Printing
- 1c. Elementary Printing
- 2. Intermediate Printing
- 2b. Intermediate Printing
- 2c. Intermediate Printing
- 3. Advanced Printing
- 3b. Advanced Printing
- 3c. Advanced Printing
- 4. Practical Newspaper Work
- 4b. Practical Newspaper Work
- 4c. Practical Newspaper Work
- 5. Shop Management
- 6. Shop Accounting
- 7. Cost Accounting

Bookbinding

- 1a. Elementary Bookbinding
- 1b. Elementary Bookbinding
- 1c. Elementary Bookbinding
- 2a. Intermediate Bookbinding
- 2b. Intermediate Bookbinding
- 2c. Intermediate Bookbinding
- 3a. Advanced Bookbinding
- 3b. Advanced Bookbinding
- 3c. Advanced Bookbinding
- 4. Shop Management
- 5. Shop Accounting
- 6. Cost Accounting

Fine and Applied Arts

Grace M. Baker
Edward B. Kaminski
Florence Lowe
Samuel M. Hadden, A.M.

- 1. Public School Methods
- 2. Primary Grade Methods
- 3. Freehand Drawing
- 4. Applied Design
- 5. Water Color Painting
- 6. Art Application
- 7. Constructive Design
- 8. Pottery
- 9. History of Art
- 11. History of Architecture
- 12. Household Art Design
- 13. Applied Art for Primary Grades

- 14. Applied Art for Intermediate and Grammar Grades
- 15. Pottery
- 16. Antique
- 100. Methods in Art Supervision
- 101. Drawing from Life
- 102. Commercial Design
- 104. Design and Composition
- 200. Oil Painting
- 201. Color Composition

Commercial Arts

Ambrose Owen Colvin, B.S.C.
Flora E. Elder, A.B.

- 1. Principles of Shorthand
- 2. Principles of Shorthand
- 6. Methods in Commercial Education
- 11. Elementary Typewriting
- 12. Typewriting, Business Letter Writing
- 13. Advanced Typewriting
- 14. Business and Legal Forms and Documents
- 17. Office Practice
- 40. Business English
- 41. Business Correspondence
- 50. Elementary Accounting
- 51. Intermediate Accounting
- 52. Advanced Accounting
- 53. Commercial Arithmetic
- 54. Commercial Law
- 56. Penmanship
- 57. Penmanship
- 58. Advanced Corporation Accounting
- 142. Advertising
- 150. Bank Accounting
- 151. Cost Accounting
- 153. Salesmanship and Business Efficiency
- 207. Corporation Finance
- 208. Systems of Accounts
- 209. Auditing
- 210. Accounting Problems
- 211. Business Administration
- 220. Seminar

Romance Languages and Latin

Edwin Stanton Du Poncet, Ph.D.
Thomas F. Kenny

1. First Year French
2. First Year French
3. First Year French
5. Intermediate French
6. Intermediate French
7. Intermediate French
16. Advanced French
17. Advanced French
19. Advanced French
106. Advanced French
108. Advanced French
212. Advanced French

Spanish

1. Elementary Spanish
2. Elementary Spanish
3. Elementary Spanish
5. Intermediate Spanish
6. Intermediate Spanish
7. Intermediate Spanish
106. Advanced Spanish
108. Advanced Spanish
212. Advanced Spanish

Latin

5. Freshman College Latin
9. Freshman College Latin
101. Advanced Latin
105. Advanced Latin
106. Advanced Latin

Social Science

Gurdon Ransom Miller, Ph.D.

Edgar D. Randolph, A.M.

1. Anthropology
3. Educational Sociology
12. Social Readjustment
16. Society and the Church
18. Rural Sociology
19. Urban Sociology
20. The Distribution of Wealth
23. Immigration and American Problems
24. Child Welfare
32. The Family
37. Labor and Society
104. Social Theory
105. Social Institutions and Social Maladjustments

106. Principles of Social Progress
107. Privilege and Democracy
108. Social Insurance
110. Economics
111. Advanced Economics
117. Women and Social Evolution
127. Social Legislation
131. Modern Civilization and its Social Tendencies
132. Social Revolutions
200. Psychological Sociology
210. Methods of Social Research
211. Morals and Culture
220. The Consumption of Wealth
221. Social Economy
229. Criminology
230. High School Course in Sociology and Economics

Teaching as an Attractive Vocation

Since the completion of the national campaign for the betterment of the teaching profession, teaching is again attracting men and women of first rate ability. With the minimum of preparation prescribed in the two-year course a young man or woman can go into pleasant and useful employment at a salary equal to that usually earned by beginners in the other professions. Those who complete four years of professional training take a permanent place in an honored vocation and are in a position to earn a comfortable living while doing a worthy social service. No calling is more worth while than teaching. Once again, with a minimum salary of \$1,200 for trained teachers and liberal increases for experience, the remuneration for the teacher's service is in proportion to the service rendered and shows the appreciation of the public for such service. The number of young people who begin training for teaching in 1920 should be twice that for 1919, and Colorado State Teachers College as one of the few great teacher-training colleges of the country should double or treble its present enrollment.

The College maintains a Teachers' Bureau to assist its graduates in obtaining suitable positions after finishing their training. There is no charge for this service. The Bureau is also a branch of the U. S. Employment Service of the Department of Labor. The reputation of the College is such that there is a call for its graduates in Colorado and the neighboring states, and also in distant states and countries, so large that the demand always exceeds the supply of first-rate teachers.