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COURSES IN DENVER
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THE SPIRIT OF PROGRESS

Out of the chaotic conditions which followed the exalted patriotism of the Great War the elements of a new idealism are being born. The slump in the higher emotions of men is not a thing that is to endure. The heart of the Nation is sound. Much that is of permanent value has been wrought out in the titanic struggle. The foundations of that more splendid civilization which is to be can be clearly perceived by those who are endowed with vision.

Nowhere is the new order more apparent than in the realm of education. The spirit of progress is abroad and new conceptions of vast importance are written large across the educational horizon.

One-third of our boys were physically unfit. It is certain that our girls in case they had been compelled to face the same tests would not have fared much better. This fact will cause a new significance to attach to the term "physical education" for the next hundred years.

The incomparable superiority of Intelligence Tests over the time honored scholarship examinations as a means of determining mental and social efficiency has been proved beyond the peradventure of a doubt.

Vocational Training is to have a larger place in the new education and it is to be freed from the stigma that have been placed upon it by devotees of the classics.

Our training for citizenship is to have an international orientation whether we will or not. National isolation is no longer tenable. America can not in this age of triumphant democracy be regarded as an oasis in the desert to which those who would seek liberty and justice may come, but must be conceived as an integral member of a world social organism, of which it can be truly said that the well-being of the whole depends upon the health and happiness of each part.

To these greater obligations of tomorrow Teachers College dedicates its highest gifts and asks only that it may serve in so noble a cause.

COOPERATION THE KEYNOTE

The task of public education in the troubled times of reconstruction is too vast and too significant for any man or group of men to attack single handed. There is urgent need of all the strength of all of those who share the responsibility. This is only possible as a result of the deep-seated and intimate cooperation of such factors as the grade teachers who are nearest the child, the administrators whose primary function is to coordinate all the educational forces and to point out the better way, and the centers of higher learning whose basic obligation is that of research and dissemination. The colleges have

the time and the talent to weigh and to determine with some measure of assurance true educational values.

In harmony with this ideal, Teachers College desires to do its full share of the work. Its faculty, through the instrumentality of the Extension Department, has prepared in the form of a bulletin, obtainable upon request, a series of courses which are in accord, we believe, with the best thought and most pressing needs of educators everywhere.

Two methods of study are provided.

One is the individual method, available to all teachers without regard to their location. The instructor who is so far removed from her professional colleagues that she can not study with them is able to choose a subject in her own particular field and be guided by the suggestions of an expert in this special line.

The other is the group plan which adapts itself to the needs of groups of individuals who are so situated that they can organize a class and gain the advantages of an interchange of ideas.

When the group is near enough to the College, so that the expense is not prohibitive, members of the faculty offer courses which are similar to the resident courses at the college. If a given group is too far away to make the sending out of faculty members feasible, educators who would be qualified to act as instructors in the College are selected in the local community if such are available.

A number of superintendents are acting in this capacity. This is in many respects an ideal arrangement. The superintendent knows the strength and weakness of his teaching corps, he is as a rule widely read, is in touch with the more recent movements in education and can use his class as a means of securing educational progress directed toward a particular kind of efficiency.

INTERCHANGEABLE CREDIT

In all group or individual study the interests of the teacher are paramount. The teacher ought to get the kind of work she wants and to be able to matriculate with the institution she desires. To this end Teachers College has established all of its group courses on the interchangeable credit basis. There is not the slightest desire to force any teacher to enroll with us who prefers another school.

The following conditions for granting credit have been agreed upon by the University of Colorado and the State Teachers College:

“1. **Standards.** The standard of the work done shall be of such a type as to be acceptable for regular undergraduate credit at either institution.

2. **Instructors.** No work shall be accepted for credit except that given by instructors duly approved by the institution in which credit is desired.

3. **Class period.** The period of each class shall be ninety (90) minutes, requiring seventeen (17) sessions for three (3) quarter hours' credit. The minimum time requirement for a whole course shall be 1500 minutes spent in class recitation.

4. **Fees.** The fee shall be \$5.00 per student per class yielding 3 quarter hours credit.”

NECESSITY OF HIGH STANDARDS

Occasionally a teacher expresses the sentiment that efforts at standardization are harsh and unsympathetic, and indicate a lack of interest in the teacher's welfare and an unwillingness to render service to worthy members of the teaching profession; but this feeling is not a correct interpretation of the essential facts in the case.

If any given school lowers its standards to aid a teacher in distress, the great law of compensation would inexorably hold and the diploma once it was obtained would be weakened in dignity, significance, and universal acceptability, just in proportion as it was made easy to acquire.

The State Teachers College of Colorado will, therefore, do all it can to assist teachers in realizing their aspirations, but its action must be consistent with an earnest and persistent effort to attain superiority in quality which must ever be the goal of all its true friends.

EVALUATING CREDIT

Numerous requests for the evaluation of credit come to the Extension Department of Teachers College. This is a function of the Advanced Standing Committee at the head of which is the Dean of the College. The Extension Department is glad, however, to cooperate in this important matter and to render such assistance as is within its power.

Courses given at different times and in widely separated parts of the state can not be judged quickly. In the very nature of the case their universal acceptability, the intrinsic value of the given course, and the qualifications of the instructor, are the determining factors. These, however, are aspects, as thoughtful persons will readily see, that can not be ascertained in haste or determined without due deliberation.

If you feel assured that your case has merit, do not be discouraged, keep the facts before the attention of the Advanced Standing Committee and in the end the College will earnestly attempt to do full justice.

Special Courses Offered

IN

Winter and Spring Quarters

1920-21

EDUCATION I

REQUIRED COURSE

Principles of Teaching—Required of All Junior College Students—Three Hours Credit

This course deals with the various types of classroom procedure; deductive and inductive lessons; object, drill, and assignment lessons; socialized recitation and exercises; development of appreciation; the project method and problems; the development and use of lesson plans; standards for judging both the curriculum and class-room instruction. The ideas of enrichment, development and control of experiences, and the methods appropriate to the realization of these ideas in the various grades of the elementary school.

3 hours. Professor Armentrout.

Date—Saturday, February 5th, 9:00 a. m.

Room 210, East Denver High School.

EDUCATION 246

EDUCATION PROBLEMS

Open to Teachers, Principals, Superintendents.

This course will deal with the various problems of educational administration and supervision. An endeavor will be made to discover principles underlying the supervision of instruction, to determine what the supervisor should look for in the inspections which he makes and what he should do in later conferences with the teacher; to find out what the functions of a real supervisor are. All this would involve considerable discussion of methods and underlying principles controlling the activities of the teacher.

Various other problems will be studied and discussed. Each member of the class will be expected to choose an educational problem in which he is interested and give the most or all of his time in this course to its solution.

3 hours. Dr. McCracken.

Date—Saturday, February 5th, 10:35 a. m.

Room—210, East Denver High School.

EDUCATIONAL PSYCHOLOGY 107

INTELLIGENCE TESTS

It is now quite generally recognized by leading students of human behavior that the first essential to progress in learning is the adaptation of the task to the capacity of the learner. Without such adaptation there is bound to be much waste, failure and dis-

couragement. One of the important means for determining whether school work is well adapted to the capacity of the child is the intelligence test. It is the purpose of this course to make the class familiar with the various kinds of these tests and with the light which their results throw upon some of the most perplexing problems of the schoolroom.

Briefly the following topics will be treated: types of mental tests; historical sketch of the development of intelligence tests; preparation required for their successful use in the schoolroom; their value to the teacher, supervisor and principal; their reliability and limitations; the principles of mental testing; changes in the nature of tests, methods of expressing results and scoring.

One of the chief features of the course is to train the members of the class in giving the tests and in making legitimate use of the results obtained.

3 hours. Dr. Heilman.

Date—Friday, February 4th, 4:15 P. M.

Room 210, East Denver High School.

HYGIENE AND PHYSICAL EDUCATION 4 PLAY IN PHYSICAL EDUCATION

This course will deal with the theories and applications of play in modern physical education; causes underlying the rise of the physical education and recreation movement; play as physical education and its place in the daily school program; play and athletic games as training for citizenship; practical conduct of play, and the educational values of play.

3 hours. Mr. Long.

Date—Thursday, February 3rd, 7:30 P. M.

Place—Aaron Gove School.

JUNIOR HIGH SCHOOL PROBLEMS

Miss Jessie Hamilton, Principal of the Aaron Gove Junior High School, will continue her course during the winter and spring quarters under the auspices of State Teachers College. Miss Hamilton has made a conspicuous success in this particular field and her course will prove helpful to those who expect to prepare for positions in the Junior High Schools of the state.

3 hours. Miss Hamilton.

Date—Tuesday, February 1st, 4:15 P. M.

Place—East Denver High School.

INSTRUCTIONS

All secretaries of group classes are earnestly requested to make out the class roll in duplicate, sending one copy together with the fees to the Extension Department of the College at the beginning of the course and keeping a careful record of attendance upon the other which is sent at the conclusion of the course to the Extension Department of the College.

Signed:

JOHN R. BELL

Director of Extension Service