

COLORADO STATE TEACHERS COLLEGE

BULLETIN



Summer Quarter

June 12 - August 23
1923

Greeley, Colorado

Series XXII.

January

Number 10

IMPORTANT ANNOUNCEMENTS

THE SUMMER QUARTER OPEN TO ALL

Any person twenty years of age or over, whether a high school graduate or not, may enroll in the College for the Summer Quarter and take such subjects as he is interested in and able to carry. A record of attendance and a list of the subjects taken will be kept. College credit toward graduation is given only to those who meet the entrance requirements as stated on page 11. Students who attend the summer quarter without submitting high school credentials may later present these and have their marks previously earned transferred to the regular credit records of the College.

The College, as usual, divides the Summer Quarter into two equal half quarters for the convenience of the few students who can attend for only a part of the time. Only those courses which are designated "First Half," "Second Half," or "Either Half" carry credit for less than the full quarter. All other courses must be carried for the full quarter, if taken for college credit.

REGISTRATION—PAYMENT OF FEES

All students who expect to be in attendance for the full quarter should make up a program for the whole quarter. The quarter fees may be paid all at once or for the student's convenience in two parts— one-half June 12 and the second half July 19.

Late Registration—Students registering after June 12 (for the first half quarter) or July 19 (for the second half) pay a fee of \$2.00 for late registration. Except by special permission of the Dean of the College, no student, after his first quarter of school work during any given school year, who registers after the first day of the quarter shall, under any consideration, be allowed to take more than sixteen hours of work, and no additional credit for A's or AA's will be allowed such student for the work of the quarter in which he has registered late. If the student is more than three days late the total number of hours on his program will be reduced in proportion to the time lost.

Any student absent from class on the last day of the quarter will have his quarter report for that class turned in as incomplete unless he has a written permit from the President or Dean to leave before the close of the quarter. No teacher has authority to excuse a student from one of his courses before the close of the quarter.

EVENING LECTURES AND SPECIAL LECTURE COURSES

See the notice concerning the evening and the noon open lectures on page 56.

Class programs will be sent on application.

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Summer Quarter

1923

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TEACHERS COLLEGE
Greeley, Colo.

THE QUARTER:
June 12-August 23

First Half:
June 12-July 18

Second Half:
July 19-August 23

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Current numbers of any of the College Publications may be had on application to the President of the College, Greeley, Colorado.

THE FACULTY

SUMMER QUARTER, 1923

- JOHN GRANT CRABBE, A. B., A. M., Pd. M., Pd. D., LL. D., President.
 WINFIELD DOCKERY ARMENTROUT, A. M., Director of the Training School
 and Professor of Student Teaching.
- GRACE M. BAKER, Professor of Fine and Applied Arts.
- GEORGE A. BARKER, M. S., Professor of Geography, Physiography and
 Geology.
- SAMUEL CLAY BEDINGER, LL. B., Assistant Professor of Penmanship.
- RUTH BEEM, Pd. B., Manager of Book Room.
- JOHN R. BELL, Ph. B., A. M., D. Litt., Director of Extension Service.
- MAY BERE, A. B., A. M., Associate Professor of Psychology.
- RALPH T. BISHOP, Associate Professor of Industrial Arts.
- HAROLD G. BLUE, A. B., Social Science, High School.
- LESTER W. BOARDMAN, A. B., A. M., Professor of Literature and English.
- WILLIAM GRAY BOWERS, Ph. D., Professor of Chemistry.
- ALBERT E. BROWN, A. M., Professor of Secondary Education.
- MARGARET BRYSON, M. D., Medical Adviser to Women.
- MARK BURROWS, A. B., Professor of Rural Education.
- J. DeFOREST CLINE, Director of Conservatory of Music, Professor of Public
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- VERA CAMPBELL, A. B., Assistant Librarian.
- ALBERT FRANK CARTER, A. B., M. S., Librarian; Professor of Library
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- EUGENE SHAW CARTER, Instructor of Violin.
- JEAN CAVE, Assistant Professor of Physical Education.
- ELIZABETH CLASBEY, Assistant Professor of Household Science.
- AMBROSE OWEN COLVIN, B. C. S., Professor of Commercial Education.
- GEORGE E. COOPER, Pd. B., Pd. M., Associate Professor of Physical
 Education.
- NELL C. CRATES, A. B., A. M., Assistant in Latin, Spanish and French.
- ETHAN ALLEN CROSS, A. B., A. M., Dean of the College. Professor of
 Literature and English.
- HELEN C. DAVIS, A. B., A. M., Training Teacher, Junior High School,
 Geography.
- HULDA A. DILLING, B. E., Training Teacher, Third Grade.
- EDWIN STANTON DuPONCET, A. B., Ph. D., Professor of Modern Foreign
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- GEORGE WILLIAM FINLEY, B. S., A. M., Professor of Mathematics.
- CHARLES M. FOULK, Pd. B., Pd. M., Professor of Manual Training.
- GEORGE W. FRASIER, A. B., A. M., Ph. D., Dean of the Graduate School
 and Professor of the Art and Science of Education.
- HELEN GILPIN-BROWN, A. B., Dean of Women.
- SAMUEL MILO HADDEN, Pd. B., A. B., A. M., Dean of Practical Arts; Pro-
 fessor of Industrial Education.
- WILLIAM HENRY HARGROVE, B. S., Professor of Agriculture.
- JOSEPHINE HAWES, A. B., A. M., English, High School.
- JACOB DANIEL HEILMAN, A. B., Ph. D., Professor of Educational Psychology.
- FRED L. HERMAN, B. S., Science, High School.
- RUTH M. HILLER, A. B., A. O., High School Dramatics.
- RAYMOND HILL, Instructor in Fine and Applied Arts.
- IRA WOODS HOWERTH, A. M., Ph. D., Professor of Sociology and Economics.
- RAYMON H. HUNT, A. B., Assistant in Music, Orchestra and Band Instruments.
- MRS. JAMES A. HUGHES, Assistant in Music, Piano.

- FRANK C. JEAN, A. B., A. M., Professor of Biology.
ELIZABETH HAYS KENDEL, Pd. B., Pd. M., A. B., Training Teacher, Sixth Grade.
MARGARET JOY KEYES, A. B., Assistant in Physical Education and Dramatic Interpretation.
WINFIELD LEROY KNIES, Commercial Education.
EDWIN W. KNOWLES, M. D., Medical Adviser of Men.
E. GERTRUDE LEE, Instructor in Girls' Campfire Work.
ROYCE REED LONG, A. B., Director of Hygiene and Physical Education.
GENEVIEVE LYFORD, B. S., Kindergarten.
FLORENCE LOWE, Pd. M., Instructor in Fine and Applied Arts.
ARTHUR E. MALLORY, A. B., Mathematics, High School.
ANNIE McCOWEN, A. B., B. S., A. M., Training Teacher, Fifth Grade.
LAN MERRIMAN, Assistant Professor of Commercial Arts.
SONORA METSKER, B. S., M. S., A. M., Training Teacher, Eighth Grade.
IRVING MILLER, Instructor in Voice.
INLZ NICHOLSON, Assistant in Hygiene and Physical Education.
BERNICE ORNDORFF, Ph. B., Training Teacher, Seventh Grade.
WILLIAM B. PAGE, M. D., Assistant Librarian.
ORA B. PEAKE, A. B., A. M., History; High School Preceptress.
ETHEL B. PICKETT, B. S., Assistant Professor Household Science.
LOUISE W. PUTZKE, Ph. B., Training Teacher, First Grade.
HEDWIG ELIZABETH ROESNER, A. B., B. Mus., Instructor of Public School Music.
OTTO W. SCHAEFER, Associate Professor of Bookbinding.
MARGARET M. ROUDEBUSH, A. B., Director and Professor of Home Economics.
JOHN H. SHAW, Editor of Official Publications, and Instructor in Journalistic Writing.
BELLA BRUCE SIBLEY, Pd. B., Pd. M., A. B., A. M., Training Teacher, Second Grade.
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EDITH STEPHENS, A. B., Assistant Librarian.
FRANCES TOBEY, B. S., A. B., Professor of Oral English.
MATTIE TAYLOR, A. B., Instructor in Literature and English.
CORA M. THOMAS, Assistant Librarian.
SUSAN VAN METER, Training Teacher, Fourth Grade.
EDWARD I. VARVEL, D. D. S., Dental Examiner.
EDITH GALE WIEBKING, Assistant Professor of Household Arts.
GRACE H. WILSON, Pd. B., A. B., Assistant to the Dean of Women.
FRANK LEE WRIGHT, A. B., A. M., Professor of Education.
M. EVA WRIGHT, Piano and Pipe Organ.
DAVID L. ZYVE, A. B., M. S., Professor of Physics.

SPECIAL TEACHERS AND GENERAL LECTURERS

SUMMER QUARTER, 1923

Following is a partial list of the eminent educators and lecturers made up at the time this Bulletin went to press. Negotiations with a dozen others equally prominent in their respective fields were under way, and the complete list will number about thirty. The special faculty for the Summer Quarter is one of the big features of this quarter. The College spares no effort or expense in securing the best talent.

- DR. EDWARD HOWARD GRIGGS, Author and Lecturer on Literature and Philosophy, New York.
- DR. EDWARD H. REISNER, Associate Professor of Education, Teachers College, Columbia University.
- DR. ALFRED L. HALL-QUEST, Professor of Secondary Education, Teachers College, University of Cincinnati.
- MISS ALMA B. CALDWELL, General Supervisor in the Public Schools of Cleveland, Ohio.
- DR. JOHN W. WITHERS, Dean of the School of Education, New York University, New York City.
- MR. FRED H. BAIR, Superintendent of Schools, Colorado Springs, Colorado.
- DR. EDWARD A. STEINER, Professor of Social Sciences, Grinnell College, Grinnell, Iowa.
- DR. EARL D. BRUNER, Superintendent George Junior Republic, Grove City, Pennsylvania.
- PROF. J. M. BLEDSOE, Head of Department of Mathematics, East Texas State Normal School, Commerce, Texas.
- DR. EMANUEL STERNHEIM, Lecturer University of New York and Extension Lecturer, University of Minnesota.
- DR. J. H. BEVERIDGE, Superintendent of Schools, Omaha, Nebraska.
- DR. ERNEST HORN, College of Education of the University of Iowa.
- DR. WILLIAM MATHER LEWIS, Chief of the Educational Service of the United States Chamber of Commerce, Washington, D. C.
- MRS. CORA WILSON STEWART, Chairman of the Illiteracy Commission of the National Education Association.
- DR. JESSE R. NEWLON, Superintendent of Schools, Denver, Colorado.
- DR. C. R. FOSTER, Superintendent Latimer Junior High School, Pittsburg, Pennsylvania.
- DR. J. H. Risley, Superintendent of Schools, Pueblo, Colorado.
- MR. G. E. BROWN, Superintendent of Schools, Greeley, Colorado.
- DR. JOHN ADAMS, Professor of Education, University of London.
- MR. THOMAS C. TRUEBLOOD, Dean of Public Speaking in the University of Michigan.
- DR. DALLAS LORE SHARP, Professor of English and Lecturer, Boston University.
- MR. GEORGE MELCHER, Assistant Superintendent of Schools, Kansas City, Missouri.
- MR. RODNEY A. PUFFER, Director of Vocational Guidance, Denver Public Schools.

THE SUMMER QUARTER

Plans for the Summer Quarter, 1923, while primarily following the basic principles laid down several years ago will be on a more ambitious scale than ever before attempted. A more pretentious program is made necessary to meet the ever increasing demands, to meet the problems in education that are constantly arising with more and more frequency with the progress of the times, and to satisfy the eagerness of administrators, supervisors, and all students of school life, and to enable them to meet those problems and handle them satisfactorily and successfully.

The regular college faculty has continued to grow until today it numbers seventy-four. This large faculty will serve through the Summer Quarter, offering all the materials in the separate courses handled by each one, and giving full time; and in addition the special faculty which has come to be recognized as the most forceful group of educators gathered together on any campus for a Summer School, will be added in even greater numbers than heretofore. The entire country has been combed for the best men and women in their respective fields to handle class room work, and for the now renowned evening lectures. Thirty lecturers and teachers from leading universities and colleges of the country will give the best they have to the students in the Summer School at Greeley this year.

By a carefully arranged schedule for the quarter, a big advantage is offered students to complete the core subjects of the two-year course in either half. This will be found to be of extraordinary advantage to those students who find it impossible to spend full time in the Summer School. It should be remembered, however, that the College authorities advise all who can do so to remain for the full quarter.

At the same time careful attention has been given to the conveniences of the students, and the closing date of the quarter is fixed so that students who spend the full time in the Summer School will be able to reach their homes in time to take up their work with the opening of their schools in September.

TWENTY-TWO HUNDRED STUDENTS ENROLLED

Beginning with a small group of students, less than 200, and a small faculty group—that was in 1905—the Summer School at Colorado State Teachers College has grown to mammoth proportions from the standpoint of students enrolled, faculty engaged, and the work covered. In the school last year there were 2208 active college students enrolled.

Five years ago the Summer Quarter was placed on an academic level with the other quarters of the College year, and at the same time the College entered upon the four-quarter year. Since then, the College attendance has grown rapidly, evidencing the popularity of the change.

The character of the work furnished in the Summer Quarter has had the larger influence in attracting students, until it is now coming to be the custom for superintendents to recommend that their teachers attend Summer School at Colorado State Teachers College, at Greeley, and these superintendents set the example by themselves enrolling as students. Superintendents, supervisors, principals and administrators

increase in numbers on the campus at Greeley each succeeding year, and teachers come from all over the United States, and from foreign countries.

The student body last summer counted its students from thirty-one different states outside of Colorado, and there were present students from Canada, Hawaii, Alaska and the Philippines. They came from the southland, and from the north, and from the Pacific Coast, and from New England. More than one hundred teachers were enrolled each from the states of Missouri, Texas and Kansas.

ADMISSION REQUIREMENTS FOR SUMMER QUARTER

Realizing that enforcements of the requirements which govern entrance to the College at other times of the year would bar large numbers of experienced teachers from attending the Summer School, the College waives those rules and makes it possible for all those engaged in school work to profit by the things presented by the College faculty and visiting instructors.

Any student twenty years of age or over may be enrolled in Colorado Teachers College for the Summer Quarter without reference to meeting the College requirements for admission. The College believes it can render a valuable service to the teachers of Colorado and surrounding states by allowing any mature man or woman who is teaching or expecting to teach, but who has not graduated from a high school, to enroll in the College for the Summer Quarter and take from the complete College program such work as he or she may be able to carry.

No college credit will be recorded, however, for any student until the requirements for College entrance have been fully met. A record of attendance and work done will be kept. This may later be transferred to the permanent records and counted toward graduation when the entrance requirements have been complied with.

FEES AND EXPENSES

Board—Students board in private houses, and in the College Cafeteria. The cafeteria was started to enable students to keep the outlay for board down to a figure of approximately cost. Last summer the average cost of board for 600 students in the cafeteria was \$5.00 a week. It will not be higher than that this year. In private boarding houses the rate averages \$6.00 per week.

Rooms—Private houses in the vicinity of the College provide rooms for students. With two students in a room the cost is seven, eight, or nine dollars a month for each student.

Dormitories—The first three units in the Dormitory Triangle, opened for use early in the Fall Quarter of 1921, provide accommodations for 110 women students. Each room is provided with two beds, with complete accommodations for two students. Rooms in the Dormitories cost from \$18.00 to \$24.00 for the quarter. Students in the Dormitories are required to furnish their own bedding and towels.

Light Housekeeping—A limited number of rooms for light housekeeping are available at a reasonable rental. The assistant to the dean of women, Miss Grace Wilson, will supply prospective students with lists of rooms upon request.

Reservations—Students expecting to register for the Summer Quarter should make reservations early. Write to Miss Wilson, and state specifically what you want; whether it is a single room, double room, housekeeping rooms, in the Dormitories or in private homes. It would be well to name first and second choices. State whether you want accommodations for full quarter or half quarter.

College Fees—The state provides funds for the maintenance of the College for three quarters in the year. The Summer Quarter has the use of the College buildings and equipment but finds it necessary to draw its financial support largely from student fees. Each student pays \$15.00 for a half quarter, or \$30.00 for the full quarter. Students not citizens of Colorado pay an additional fee of \$5.00 for the full quarter.

All students who expect to be in the College for the full quarter are expected to make out their programs of studies for the full time. The fees, however, may be paid in two parts, one-half on June 12, and the other, July 19.

Books—Books may be bought from the College book room. At the end of the quarter any book in good condition and still to be used as a college text book, may be resold to the book room at a slight discount.

Students may check towels from the book room upon the deposit of \$1.50. Clean towels may be drawn by returning the soiled ones. When all towels are returned, 50c will be returned to the depositor.

The table below represents a median of expense—neither the least possible nor the highest—and covers the three large items of college expense.

APPROXIMATE EXPENSE FOR TEN WEEKS

Room -----	\$ 20.00
Board -----	60.00
College Fees -----	30.00
Books and supplies -----	5.00
Total -----	<u>\$115.00</u>

DIPLOMAS, CERTIFICATES AND DEGREES

The Colorado State Life Certificate is granted to all graduates of any of the two-year or three-year courses of study. This certificate is honored as a state life certificate for elementary school teachers in practically all Western states and in many Southern and Eastern states as well. The degree of Bachelor of Arts in Education is granted to candidates who complete any of the four-year courses. The degree of Master of Arts in Education is conferred on candidates who carry their school studies with distinct success one full year beyond a recognized bachelor degree. A thesis is also required for the master's degree. Both the bachelor's and master's diplomas are also state life certificates under the laws of Colorado.

LOCATION OF THE COLLEGE

Teachers and students who have attended Colorado State Teachers College know what a beautiful campus is there, and how ideally located is the College. For the benefit of thousands of others into whose hands this issue of the bulletin is sent, the following brief information is set forth:—

The College campus covers forty acres, on an eminence overlooking the city of Greeley. Greeley is a beautiful city, with 15,000 population. The streets are wide and graveled, and great, spreading trees on practically all of the streets in the city form continuous avenues of shade. Attractive home and beautiful lawns add to the appearance of the city.

The city is located on the Union Pacific and the Colorado & Southern railways, fifty-two miles from Denver, and just thirty miles from the gateway to Estes (Rocky Mountain National) Park. The latter forms the playground each week-end for many students at Colorado State Teachers College.

The location of the College so close to the Rocky Mountains is in itself a distinct advantage. This, together with the altitude of the city—4567 feet above sea level—makes this an ideal location for Summer study. Clear, dry air, sunny days and cool nights distinguish Greeley from other communities where the summer heat and humidity make work in the summertime almost unbearable. The cool snow-laden air from the mountains sweeps over Greeley and the College campus, cooling the air and making the days pleasant, even in the middle of Summer. Seldom does the night temperature go above 70 degrees, and 60 and 65 degrees at night is usual.

RECREATION

The week-end excursions to the Rocky Mountain National Park, conducted under the direction of the Outing Committee of Colorado State Teachers College, have become widely known; they are now a part of the institutional work.

Teachers College Mountain Club now possesses more than seven hundred dollars worth of camping equipment, tents, sleeping bags and camp fixtures, etc., that make possible an outing that measures up to all possibilities that heart could desire.

The most unusual and from many points of view, the most interesting experience, is the night spent at timberline, just three hundred feet from one of the mightiest snowdrifts in the mountains.

Starting from this point of vantage, each week-end group moves in the early dawn through the mysterious and awe-inspiring region where no trees can live to the summit of the Rocky Mountains and at the "Key-hole" locks down on a hundred square miles of mountain peaks, snow-filled gorges, beautiful lakes and waterfalls and majestic forests. It is really the experience of a lifetime.

Summary of Week-End Trip—The autos start from the west gate of the college at 7:00 a. m. each Friday of the Summer Quarter, plans for lunch at Camp C. T. C. in Estes Park, and then proceed to Long's Peak Inn.

The cars are left a mile above the Inn and the party climbs in the late afternoon and early evening to Camp Timberline, where tents and bonfires are in readiness.

The first day is devoted to the trip to timberline and the second to the mountains above timberline, and the third to the scenic points in the Rocky Mountain National Park.

Cost and Equipment—The entire charge for the 150 miles covered in the three days is \$10.00—less than 7 cents a mile. The seven meals cost \$4.00. Two nights lodging costs \$1.50. The total cost to those who go as far as Long's Peak Inn is \$15.50. Those who wish to spend the day at Long's Peak must pay an additional \$2.00 to cover the cost of establishing and maintaining Camp Timberline.

All persons expecting to make this trip must provide themselves with warm underwear, common work dresses (outing suits preferred), heavy soled shoes, that they are willing to have scuffed and a rain coat.

BUILDINGS AND EQUIPMENT

Profiting by a continuing appropriation for building purposes made by the General Assembly of the State some time ago, the College has been able to add from time to time new buildings, a condition which is

very fortunate, for the growth of the student body, and especially the summer attendance, has made more accommodations imperative. Consequently the Campus is now dotted with many large buildings, imposing in appearance and serviceable in their rooming accommodations and equipment. At the present time new wings are being added to the Training School building.

Quite naturally, the Administration Building stands out as the pivotal point of all activities. This building, a large red brick structure with red sandstone trimmings, the oldest on the campus, in addition to housing the administrative offices, contains a large number of class-rooms, the chapel and another large assembly hall, the Conservatory of Music, the Y. W. C. A. hall, museums and science laboratories.

The Library, adjoining the Administration Building on the east, is a handsome building of gray stone, with beautiful stained glass windows. The entire first floor is used for library purposes. On the shelves are 55,000 volumes, one of the most complete libraries of its kind in the country. The volumes have been selected with especial attention to the needs of students in education, and for research work. The basement of this building is given over to classrooms, text book and student supply department, bird and wild animal museum, taxidermy shop and the department of agriculture.

In the Home Economics Building, a magnificent structure in the classic style of architecture, is housed one of the most complete laboratories for complete instruction in home economics in all its phases. The classrooms are large and flooded with light. In the basement of this building is located the College Cafeteria which serves students at cost. And on the top floor the Commercial Department is located.

Guggenheim Hall of Industrial Arts is a building similar in style of architecture to the Home Economics Building. In this building students majoring in fine and applied arts get their training, while the departments of industrial arts occupy the two lower floors with complete equipment.

The Training School, a large building similar in structure to that of the Administration Building, houses a complete graded public school system, from Kindergarten to Junior High School. With the completion of the alterations and additions now going on, this building will be a model in complete school plants. The changes will provide room for the addition of the State High School of Industrial Arts, bringing the entire system from Kindergarten to High School under one roof.

The Dormitories form the latest completed building adjunct to the institution. That is, they are completed to the extent of three separate houses for the accommodation of the girl students. The plans call for seven buildings on the Dormitory Triangle. The three buildings now in use provide accommodations for 111 young women. The buildings are arranged on the cottage plan. They are built of concrete and stucco, with red brick foundations, with white woodwork surmounted by green outside shutters and slate roofs. In fact, they are quite colonial in their general appearance. The interiors are finished in ivory woodwork, with mahogany trimmings. Each building is supplied with a large living room, with open fireplace, and attractive and comfortable wicker furniture. Each room contains two beds, and accommodations are provided for two students in a room.

The dormitories are really the center of much student life on the campus. The buildings have been appropriately named, Decker Hall, Gordon Hall and Belford Hall, in honor of well known clubwomen of Colorado who have shown more than ordinary interest in young women students of the state.

The Model Cottage is what its name implies, and it serves an important mission to those young women who are studying home economics.

Located alongside the Model Cottage is the Club House. Here, in a building that has won the admiration of everyone who has ever crossed

the threshold of its inviting doors, students find the social life on the campus centered. On the spacious veranda, which extends about three sides of the building, afternoon teas are frequent, and in the evenings brilliant social gatherings fill the building. There is a large music room, rooms for writing and for the private *tete-a-tete*, a well appointed dining room, and a completely equipped kitchen; showers, and a large play room, where dancing parties are held.

Then there is the President's house, nestling amid trees, shrubs, and foliage, the center of many social gatherings for students and faculty during the College year, and the large gymnasium, a wooden structure, erected temporarily during wartime, but still in use, and packed every night during the Summer Quarter by crowds to hear the special lectures.

Another gymnasium is located in the basement of the Administration Building, and both of these places are in almost constant use. In addition, there is provision for outdoor gymnasium work, which is made possible the greater part of the year at Colorado State Teachers College by reason of the equable climate.

THE CAMPUS

The entire campus of forty acres is covered with velvety grass, adorned with shade trees, shrubbery and flowers, the whole combining to make a real garden spot. The campus at Colorado State Teachers College is regarded by those who are in position to know to be one of the most attractive college campuses in the country.

During the Summer and Fall Quarters the faculty receptions are held on the campus, when the beauties are heightened by the use of Japanese lanterns and electric lights. The commencement exercises in the Spring are also held on the campus.

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 ground adjacent to the buildings there is a complete outdoor gymnasium. To the south of the buildings are located the tennis courts and the garden theater.

During the summer, courses on the organization of playgrounds will be given and demonstration of how to carry on these courses in the public schools will be made on the campus.

COLORADO STATE TEACHERS COLLEGE

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 kinds of public schools maintained within the State of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high schools and high schools. The College also accepts the responsibility of training supervisors for rural schools, principals, superintendents, teachers of home economics, industrial 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 State Teachers College from many states and its graduates go in large 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, 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.

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.

ADMISSION

Regular Admission—Admission to Colorado State Teachers College up to September 1, 1923, is granted to those who present a certificate of graduation showing the completion of fifteen or more units in an acceptable high school maintaining a four-year course above the eighth grade. This certificate must be presented at the time of matriculation in the College, and should be accompanied by a transcript of the high school record, showing what subjects were studied and the number of units or the fraction of a unit made in each. A "unit" is a subject pursued for thirty-six weeks, with five recitations a week.

Conditional Admission—An applicant who is twenty years old or over, who is not a high school graduate, but who is credited with fourteen high school units, may be admitted to the College upon presenting a transcript from a reputable high school, showing the completion of fourteen units. This admission is conditioned. Such students are limited to a maximum program of twelve hours per quarter and must make up the deficient high school unit in the Industrial High School during the student's first year in the College. The student could not be enrolled for the second year until the entrance condition had been removed.

School for Adults—Mature students over twenty years of age who have less than fourteen high school units of credit will be assigned

to the School for Adults—a division between the high school and the College. 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.

Special Registration for the Summer Quarter Only—Many students come to the College for the Summer Quarter only and do not wish to go through the formality of presenting credentials for entrance. They do not expect to graduate and so do not care to have a permanent record of their credits made. Such students are permitted to enroll for the Summer Quarter only and to take any subjects they desire. A record is kept of the work done; but this work is not recorded as college credit until the student has met the regular entrance requirements. After regular matriculation any of this summer work may be transferred to the regular College record of the student who has completed such work.

Unclassified Students—Any student who can meet the entrance requirements may enroll in the College and take any subjects he may elect without taking the prescribed subjects in any of the outlined courses of study. This provision makes it possible for students whose interests are in other types of work than teaching to live at home and get one year or more of general college work before going away to college. Such general academic work is accepted by the leading colleges of the country and applied upon the various courses which they offer.

Formal Notice of Change of Policy Concerning Admission and Graduation to go into Effect September 1, 1923

On September 1, 1923, Colorado State Teachers College will put into practice the following regulations concerning admission and graduation:

I. Admission.

1. Graduates of high schools accredited by the North Central Association will be required to present a transcript showing the completion of three units of English, and twelve or more units chosen from at least four of the following groups:

- a. The Social Sciences (History, Civics, etc.).
- b. Foreign Languages (Not less than two units in any one language to be accepted).
- c. Mathematics.
- d. The Physical Sciences (Physics, Chemistry, Biology, Botany, Zoology, Physical Geography, Physiology, Hygiene, and Agriculture.)
- e. Music and Art.
- f. Commercial subjects.
- g. Home Economics and Manual Arts.

2. Graduates of non-accredited high schools will be required to meet the same conditions, except that a standard college entrance test will be required in addition to the transcript.

3. Conditional admission will be granted to students who can present only 14 units in the groups indicated. But these students will be limited to a 12-hour college program and required to carry one unit in the high school until the deficiency is removed.

4. Adult students 20 years of age or over may be admitted to the College upon passing an English test and the standard college entrance test provided the score is sufficiently high to assure the College that the student has the ability to carry on college work, even though he may have had no high school training or only a partial high school course.

II. Graduation.

Students coming up for graduation after September 1, 1924, will be required to meet standard requirements for the certificate or degree no matter what the requirements might have been at the time the student first enrolled in the College. This will mean that the student must meet the entrance requirements outlined in section 1, 2, 3 or 4. It will also mean cutting off credit for life experience, teaching experience; penmanship, art and music certificates; private lessons in art, music, etc.; and cutting down excessive credit for a quarter's work and especially the excessive credit formerly given for the summer term of six weeks.

Until that date the College will continue to grant the two year certificate under the conditions which prevailed at the time a student entered the College, or the A. B. degree under the conditions prevalent at the time the student entered the senior college, or the A. M. degree under the conditions current at the time the student was admitted to the graduate school, provided that this regulation shall not obligate the College to extend the time farther back than four years for the completion of the Junior College work and another four years for the completion of the Senior College.

ADVANCED STANDING, CREDITS, ETC.

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 "core" 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 student comes. Only the heads of the departments involved have the power to excuse students from taking these prescribed "core" subjects. No advanced standing is granted for additional units above the usual sixteen earned in the four-year high school course. If college subjects have been studied in a fifth year in a high school, such credit as these subjects deserve will be allowed.

On September 1, 1921, the College discontinued giving credit for all kinds of work except that certified as having been taken in recognized normal schools, teachers colleges, colleges or universities.

Those who expect to attend the Summer Quarter of Colorado State Teachers College and who desire advanced standing, should write for application blanks for advanced standing at their earliest convenience, and should return these as soon as possible, together with credentials, to the College, so that they may be considered before the opening of the 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.

The Unit of College Credit—All credit toward graduation is calculated in quarter-hours. The term quarter-hours 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, sixteen or seventeen hours each quarter. Unless the student has a permit to carry more than sixteen hours, he will enroll for fifteen, sixteen or seventeen. His average for any consecutive three quarters must not be over sixteen. 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 take one of the standard mental tests. Applications for permission to take more than sixteen hours are made to the Committee on Student 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.

It is 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.

Minimum Residence Requirement—The College does not grant any certificate or diploma for less than three full quarters of resident study, during which time the student must have earned at least forty-eight quarter-hours of credit. Students who have already taken the two-year diploma must spend in residence at least one quarter out of each year required for the three-year or four-year courses in the College. Extension group classes, conducted by members of the College faculty, are considered as resident work and may be counted as such to the extent of one quarter out of each six quarters required for the student's graduation.

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 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 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 3 C. 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 other 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 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 through the school year while teaching, it is possible for students in service to reduce the time of their courses also.

Student Teaching—Teachers who have had less than two years of college training take their student 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 student teaching before being granted the diploma of graduation from the two-year course. Experienced public school teachers may be excused from one quarter of this student teaching by presenting to the director of the Training School satisfactory evidence warranting such exemption.

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 the Director of the Training School before the opening of the quarter.

Application for Graduation—The application of every student for graduation from the College must be approved by the State Board of Examiners before the Life Certificate can be issued to the applicant.

Application for graduation must be filed in the Dean's office at least 30 days before the diploma is granted.

THE DAILY PROGRAM

For the Summer Quarter the class periods are arranged as follows:

- 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 Gymnasium-Auditorium.

TRAINING SCHOOLS

ELEMENTARY SCHOOL

The Elementary Training School is an educational laboratory where useful educational problems are being worked out under the direction of skilled experts. New methods that save time, new schemes for better preparing the children for life, new curricula and courses of study are continually being considered by this school and are tried out, provided they are sound educationally. The aim is not to develop a school that is entirely different from the elementary schools of the state, but to reveal conditions as they are and as they should be. The elementary training school strives to be the leader in the state in all that is new and modern. Effort is made to maintain such standards of excellence in the work that it may at all times be offered as a demonstration of good teaching under conditions as nearly normal as possible in all respects.

The Elementary Training School is a complete elementary school unit containing Kindergarten, First, Second, Third, Fourth and Fifth grades. The Sixth, Seventh and Eighth grades are organized on the departmental plan for the purpose of exploring and diagnosing earlier than usual the interests, attitudes and abilities of pupils and at the same time to provide better for individual differences. This organization affords splendid opportunity for studying Junior High School problems. In the elementary training school the training teacher spends approximately one-half of her time teaching and the other half observing student teaching. The work of the student teacher consists of observation, supervision and teaching under the direction of the training teacher.

Students are free to observe any of the training teachers in elementary or secondary training school on certain days set aside for observations.

Students desiring to do student teaching during the Summer Quarter should make an early application to the Director of the Training Schools, stating the grade or subject and training teachers they desire to teach with.

SECONDARY SCHOOL

The primary function of the Secondary Training School is to train that group of teachers who intend to enter the field of secondary education. The State High School of Industrial Arts, the Secondary Training School of Colorado State Teachers College, is being built upon the theory that the highest interests of the pupils and the highest interests of the secondary training school can be made to harmonize.

Student teachers are to spend two-fifths or more of their time in teaching under the training teacher and the remainder in observing the training teacher. Student teachers are to be assigned teaching in terms of problems or units. Each problem requires at least five consecutive recitations or as many more as the training teacher may think necessary. Student teaching in the secondary training school consists of teaching, observing, lesson plans, readings, individual conferences with the training teacher.

SCHOOL OF REVIEWS

To the elementary school teacher of Colorado the School of Reviews of the State High School of Industrial Arts offers an opportunity to strengthen one's grip on the subject matter of instruction. It does more than that. It affords a chance to observe good teaching and to receive

sound instruction in teaching technique. The teachers thus receive a thorough review of the subject matter (with some amplification and expansion of the subject matter), and expert instruction in methods. Elementary teachers who are desirous of preparing for examinations or of improving their proficiency in their work will find in the School of Reviews a real opportunity.

Courses will be given in Geography, Grammar, Arithmetic, Primary Methods, American History, General Science, School Management and Law, Rural Life and Education, General Methods, Hygiene and Reading Circle books. Rates of tuition are \$18.00 for the Summer Quarter. The School of Reviews opens Tuesday, June 12, and closes Friday, August 23. For further information address A. E. Brown, Principal State High School of Industrial Arts, Greeley, Colorado.

RURAL, CONSOLIDATED AND VILLAGE SCHOOLS

It is the aim of the Department of Rural Education to awaken an interest, and to develop initiative and constructive thinking toward solving the problems met with in rural, village and consolidated schools. Special attention will be given in the Summer Quarter to the problems of curricula, school organization and administration.

Observation and practice: Two two-teacher rural schools and the Windsor Consolidated Schools are used for practice and observation. One or more of these will be in session the second half of the quarter. A limited number of student teachers will be accepted. These schools are also open for student teaching during the month of September. This enables some who expect to attend Teachers College the following October to arrange for student teaching and earn this credit in advance of the regular quarter's work and in addition to it. For those not doing practice or observation, but who wish to study the consolidation problem a number of excursions have been planned for Windsor and other nearby consolidated schools.

County examinations and certification: In the summer school of 1922 there were 22 courses offered in the nature of reviews or new work that could be taken by those wishing to make specific preparation for examinations. A still larger number is now offered. A number of these can be completed the first half of the quarter and in time for the examinations. Those interested in such courses can obtain further information of Mr. Burrows, and, on enrolling, should consult with him in making up their programs.

Special students: A number of classes leading to the county examinations will be organized for high school students and those not regularly admitted to college classes. The work may be completed before the August examinations.

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 Colorado State Teachers College upon the 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 its approval before the opening of the quarter. Such blanks may be secured by addressing Colorado 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 is required in residence at the College in advance requirements for the A. B. degree. This is three quarters of work beyond a four-year course.

Units of Work—A year's work shall be interpreted as forty-eight quarter-hours. Thirty-eight hours 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 School does not guarantee admission to candidacy for the Master of Arts 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 School, 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 School. 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.

THE NATURE OF GRADUATE WORK

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 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 Education, Psychology, Sociology and Biology.

GENERAL INFORMATION

1. All courses taken by graduate students must be approved in advance by the Dean of the Graduate School.

2. No graduate student may enroll for more than sixteen hours of work in any quarter. This regulation is essential to the maintenance of the standard of intensive work for the Master's degree. In determining the maximum amount of work permitted, research upon the thesis topic must be included within the limit stated. To this end, the student doing research upon his thesis topic must enroll for the same.

3. Twelve hours shall be the minimum number of hours considered as a term in residence. If for any reason a student cannot carry more than twelve hours a quarter, the remaining hours may be taken in extension when approved in advance by the Dean of the Graduate School.

4. In order that the standard of intensive and specialized work for the Master's degree may be maintained, no graduate credit will be given for elementary courses, for scattered and unrelated courses, for public platform lectures or public platform lecture courses, or for courses in which the element of routine is large as compared with the theoretical and professional aspects.

5. Excess A. B. work may be applied toward the Master of Arts degree only when arrangement is made in advance with the Dean of the Graduate School so that he may see that the work is of Master of Arts standard, and that it is in line with the specialization necessary for the Master of Arts degree. Such credit will be granted only to students in their fourth year who do not need all their time for the completion of their undergraduate work.

6. The courses which may be taken for graduate credit must be of an advanced character, requiring intensive study and specialization. Certain approved undergraduate courses may be pursued for graduate credit; but when so taken, the character of the work done and the amount of ground to be covered must be judged by a higher standard than that which applies to the regular undergraduate student. The standard of intensive work set for the graduate student must be maintained even if

special additional assignments have to be made to the graduate student who works side by side with the undergraduate.

7. No teaching, either in a regular school or in the Training School, will count on the Master of Arts degree.

8. Sixteen hours of credit toward the Master of Arts degree shall be the maximum amount allowed to be earned in a regular school year by any one who is employed on full time, except upon the recommendation of the Dean of the Graduate School.

9. Before the Master of Arts degree may be conferred, a student must have had at least seventy-two hours of college work in his major and not less than thirty-two hours of professional work in Education and related fields which is acceptable in the various states as requirements for certification.

10. All work for the Master of Arts degree shall be done with distinction; work barely passed (marks of D and C under the present marking system) shall not be considered worthy of such an advanced degree.

11. The thesis subject of the graduate student must be approved in advance by the Dean of the Graduate School and by the head of the department concerned. Before the degree is conferred, the thesis, as a whole and in detail, must be approved by the head of the department or the instructor under whose direction the thesis work has been done and also by the Dean of the Graduate School. Two typewritten copies of the thesis, properly bound, must be placed on file with the Dean of the Graduate School.

12. Before the candidate for the Master of Arts degree is admitted to final examination the thesis requirements must be met in full, and the thesis must be in such a state of readiness at least three weeks previous to final examination, that only minor reconstructions need to be made, which will not delay its being put in final typewritten form for filing before the end of the quarter in which graduation falls.

13. The final examination will be presided over by the Dean of the Graduate School and conducted by the head of the department in which the candidate has done the main part of his work. Other members of the faculty may be given an opportunity to participate in the examination. An official visitor, or official visitors, from outside the department in which the candidate has specialized, shall be appointed to attend the examination.

DIRECTIONS AS TO FORM OF THE THESIS

The thesis must be presented typewritten upon paper of good quality, size 8½ x 11, and properly bound.

The title page of the thesis must be arranged as follows:

The State Teachers College
of
Colorado

(Title of Thesis)

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Education

by

(Student's Name)

(Name of Major Department)

(Date)

The thesis must contain a table of contents at the beginning; give footnote references to literature quoted by author, title of book or article, and exact page; and must contain at the end a bibliography of the literature of the subject.

FEEES FOR GRADUATE COURSES

Fees for graduate students in the Summer Quarter and in the regular school year will be on the same basis as fees for all others.

GRADUATE SCHOLARSHIP

For the encouragement of research and scholarship, several scholarships are available for graduate students for the second year 1922-23. These range from \$100 to \$600 in value. Except in a few instances where a certain amount of time is required in return for the stipend offered, the student will be expected to devote all of his time to graduate work. Applications for scholarships should be filed with the Dean of the Graduate School not later than May 15.

THE COURSES OF STUDY

Throughout this catalog, courses numbered 1 to 99 are primarily first and second year subjects; 100 to 199 are third and fourth year. Those numbered 200 and above are Graduate School.

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 through the medium of a single course of study or a scattered elective course.

To meet the requirements for teachers of all kinds of schools the College provides the following courses of study, and asks each student entering October 1, 1918, or after, to select a course definitely and to consult as a permanent adviser the head of the department directing that course of study. Students who register previous to that date may continue with the old course of study and complete that course if they can do so within four years from the time the course was begun by the student in residence; 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 or Arts in Education will be granted. The diploma is a Colorado Life Certificate. Each course is so arranged that it may be divided in the middle. The first part of each course may be completed in six quarters. The student who chooses to be graduated at the end of a two-year 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:

Agriculture (2 years only)	Fine and Applied Arts
Biology	Geology, Physiography and Geography
Chemistry.	History and Political Science
Commercial Arts	Home Economics
Education	Hygiene and Physical Education
Superintendents, H. S. Principals and Teachers	Industrial Arts --
Kindergarten	Literature and English
Primary	Mathematics
Intermediate	Music
Junior High School	Physics
County School	Romance Languages and Latin
Educational Psychology	Sociology

The complete courses of study are shown in the Year-Book

The Professional Core—Each of the courses differs somewhat from the others in the subjects required by the department, but each course contains the following subjects:

First Year: Biology 2, English 4 (unless excused for proficiency), Hygiene 7, Ethics 1 (for women), Sociology 3, Education 1, Education 8, and a physical exercise course each quarter.

Second Year: Psychology 2a and 2b, Education 2a and 2b (student teaching), Education 10, and a physical exercise course each quarter.

Summary—Core subjects 42 hours. Departmental requirements 30 hours. Free electives 24 hours. Total 96 hours.

Third and Fourth Years: (For majors in elementary school work, supervision, etc.) Education 103 (student teaching), Education 111, Hygiene 8, Psychology 104 and 108a, and Sociology 105.

Third and Fourth Years: (For majors expecting to become high school teachers, supervisors and principals.) Education 101, 102 (student teaching), 116 and 111, Hygiene 8, Psychology 105 and 108b, and Sociology 105.

Summary—Core subjects 23 or 27 hours. Departmental requirements 49 or 45 hours. Free electives 24 hours. Total 96 hours.

Summary for the Four Years—Core subjects 65 or 69 hours. Departmental requirements 79 or 75 hours. Free electives 48 hours.

Use of Free Electives—The student is urged to use his free electives to broaden his education so as to acquaint himself somewhat with one or two fields outside his major interest. He is at liberty, however, to use part or even all of his free electives in his major department.

REQUIREMENTS FOR GRADUATION

The Two-Year Course—A student must do full work in residence during at least three quarters before being granted a certificate of graduation from the two-year course. Thus, at least forty-eight of his ninety-six 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—Each student is required to select one of the group courses given in detail under the departments of the College. If a student has taken courses elsewhere similar to those specified in his group course, he may, with the consent of the head of the department in which he is taking his course, be allowed to substitute the work he has already had for Colorado State Teachers College work. The student may not, however, be excused from the "core required subjects" except by the heads of the departments giving those courses.

Diploma—The diploma granted upon the completion of the two-year course is a life certificate to teach in any kind of school in Colorado, and is honored in many other states.

The Three-Year Course—A student who comes to the College with two years of advanced standing from another college or normal school may secure the Colorado Life Certificate by doing three quarters of residence work and meeting the requirement of the group course in which he or she is specializing.

The Four-Year Course—At least three quarters of residence study are required for the A. B. degree. For graduates of the two-year course in this College, two quarters of additional residence study are required.

The Five-Year Course—See the Graduate School, pages 18 to 21.

Diploma and Degree—At the end of the fourth year of study, and upon completion of 192 quarter hours of credit, 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 course they are pursuing.

Time Limits for Completing a Course—A student is allowed four years after beginning resident work on a two-year course in which to complete that course, and another four years to complete the work of the third and fourth years after having enrolled in the third year of one of the group courses. This extension of time is made to take care of those who must teach between the years of resident work. Thus, a student selecting the General Course in September, 1916, would have until the end of the summer quarter of 1920 to complete the **two-year course** thus selected. Failing to complete the course within that time he or she would be required to complete one of the courses of study in effect in the Year Book current at the time of his or her application for graduation. If such a student completed the two-year course on or before September, 1920, then he or she would be required to elect one of the Senior College courses of the year 1920-21 and complete all requirements of the course thus selected for the A. B. degree. This course would have to be completed within another four years (that is, September, 1924).

Transfer of Credits from Other Colleges—Since Colorado State Teachers College is a college for training teachers, its courses of study are technical courses. Those who come from universities or liberal arts colleges with one, two or three years of advanced credits may find that some of these will not apply upon the course of study they may select here. Colorado State Teachers College accepts all credits from standard colleges at face value to apply as electives in its course of study, but does not guarantee that a student having had a year's work in another school will be able to complete a two-year course here in three more quarters. Many students are able to apply their previous work upon the courses selected here without loss of time, but often students find it necessary to remain in Colorado State Teachers College somewhat longer than they had expected because of the number of required technical courses in a given curriculum.

Regulation Concerning Overlapping of A. B. and A. M. Work—No student will be granted the A. B. degree who has not completed 48 or more hours (three full quarters) in residence in the College. Twelve or more hours done in the group courses conducted in Denver, Pueblo and other neighboring cities by the resident faculty of the College may be counted as one (but only one) of the resident quarters. Three additional quarters in residence are required for the Master of Arts degree, with the same provision concerning outside group courses.

To prevent overlapping of time and consequent misunderstanding the Advanced Standing Committee grants advanced standing never in excess of 144 hours to applicants who fall short of admission to the graduate school. Students transferring to Colorado State Teachers College when they are within one or two quarters of the A. B. degree must expect to lose some time by making the transfer.

AGRICULTURE

The courses in Agriculture given in the Summer Quarter are designed to prepare teachers to teach the subject in rural, village, and

town high schools. Subject matter is emphasized, but methods and principles of teaching are adequately treated along with subject matter. Field and laboratory practice is given as much as possible.

4. Farm Crops—Four hours.

An introductory course dealing with the most important farm crops, with special reference to Colorado conditions.

5. Soil Physics and Soil Fertility—Four hours.

A study of the soil with reference to its formation, fertility and relation to plant growth.

1a. Animal Husbandry—Four hours.

A study of breeds of farm animals with special reference to market grades and classes and how to meet the market demands.

2a. The Teaching of Agriculture—Four hours.

This will be a study of the "What and How" to teach of the subject in the different types of school in which the subject is being built. Much time will be spent in outlining courses and selecting subject matter for the student's special type of school in which he expects to teach.

BIOLOGY

2. Bionomics—Four hours. Core subject for first year students.

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: Differentiation, specialization, adaptation, the metabolism of animals, evolution, and heredity, including Mendel's Laws.

This course will be given both as a full quarter and a half quarter subject.

BOTANY

101. Advanced Systematic Botany—Four hours.

Treats of the morphological relation of flowering plants and their classification. Especially designed to acquaint nature study, botany and biology teachers with the summer flora of Colorado.

This course may be taken for the full or for the first half of the quarter. It may also be taken the second half with the first half of the course as a prerequisite.

ZOOLOGY

1. Invertebrate Zoology—Four hours.

Morphology and natural history of the invertebrates. Their relation to man will constantly be stressed. Especially designated for teachers of nature study, biology and zoology.

3. Bird Study—Four hours.

A study of Colorado birds. The course is not a scientific study of birds, but rather, as the name implies, a study that should enable the student to identify the common birds and to know something of their life histories, habits and economic importance. This course is especially designed for nature study and biology teachers.

NATURE STUDY

1. General Nature Study—Four hours.

An elementary study of trees, insects and birds for the purpose of equipping the student to teach this subject in the grades. It also considers the aims, materials, and methods of nature study teaching.

2. Problems in Nature Study—Two or four hours—by appointment.

A course designated for teachers who may have special problems in nature study which they wish to work out. May be taken either half of the quarter.

BACTERIOLOGY

1. **Bacteria, Yeasts and Molds—Four hours.**

Morphology, classification, cultivation, observation, fermentative, processes and pathogenicity of micro-organisms. Designed especially for Biology and Household Science Majors.

BIOTICS

101. **Biotics—Heredity and Eugenics—Three hours.**

The first half of this course deals with the physical basis of heredity and the second half treats of the application of the laws of heredity to human society. It is of interest to all teachers, and especially so to those having administrative functions.

CHEMISTRY

The increasing importance of the applications of chemistry to the industries since the European War has led to intensified interest in this subject. More comprehensive and practical courses in Chemistry are being given in the High Schools than heretofore, and more Chemistry is being given in connection with the courses in Home Economics since the realization of the magnitude of the world's food problems. Likewise, teachers of Chemistry, and teachers of Home Economics with some knowledge of Chemistry, are being demanded. It is the duty of every teacher to know something of the source, preparation, and properties of foods, dyes, poisons, etc.

In the program offered by the Chemistry Department, the teacher of Chemistry will find an opportunity to augment his or her knowledge of this subject. The prospective student of Chemistry will find the program suited to his or her needs; and Home Economics students of the regular school year will be enabled to pursue one or more of the required chemistry courses.

1. **General Chemistry—Three hours. Fee \$3.00.**

Two lectures and one laboratory period on the theory of chemistry and non-metals.

2*. **General Chemistry—Three hours. Fee \$3.00.**

Two lectures and one laboratory period. A continuation of Course 1.

3*. **General Chemistry—Three hours. Fee \$3.00.**

Two lectures and one laboratory period on the chemistry of metals. A continuation of Course 2.

4. **General Chemistry—Four hours. Fee \$3.00.**

This course covers the same text book work as Course 1, but requires more laboratory work. Two lectures and two laboratory periods.

5*. **General Chemistry—Four hours. Fee \$3.00.**

A more extensive course than Course 2. Two lectures and two laboratory periods. Continuation of Course 4.

6*. **General Chemistry—Four hours. Fee \$3.00.**

A continuation of Course 5. Two lectures and two laboratory periods.

Courses 4, 5, 6 are required of all science students (excepting those specializing in biology, who may elect 1, 2 and 3 instead; and of Home Economics students taking the four-year course).

7. Qualitative Analysis—Four hours. Fee \$3.00.

A laboratory and consultation course on the separation and identification of the common elements. Eight hours attendance. Prerequisite Courses 1, 2, and 3 or 4, 5 and 6.

108. Organic Chemistry—Three hours. Fee \$3.00.

Two lectures and one laboratory period. A study of the hydrocarbons and their derivatives.

109*. Organic Chemistry—Three hours. Fee \$3.00.

Two lectures and one laboratory period. A continuation of course 108. A study of carbohydrates, proteins and benzene derivatives.

Prerequisites for 108 and 109 are 1, 2, 3, or 4, 5, 6. Recommended to students specializing in biology or physics.

110. Organic Chemistry—Four hours. Fee \$3.00.

Two lectures and two laboratory periods. Same text book work as Course 108, but more extensive laboratory work.

111*. Organic Chemistry—Four hours. Fee \$3.00.

Two lectures and two laboratory periods. A continuation of Course 110. Prerequisites for Courses 110 and 111 are Courses 4, 5, 6. Required of students specializing in chemistry and of four-year Home Economics students.

112*. Food Chemistry—Four hours. Fee \$3.00.

Two lectures and one laboratory period. A study of foods, detection of adulterants, metabolism and dietary lists. Recommended as a general cultural course. Prerequisite for course 112 is 1, 2, 108 and 109.

113*. Food Chemistry—Four hours. Fee \$3.00.

A more comprehensive course than 112. Required of students specializing in chemistry and of four-year Home Economics students. Prerequisites 4, 5, 6, 110, 111.

114 and 114b. Qualitative Analysis—Four or eight hours. Fee \$3.00.

Gravimetric and volumetric analysis. A laboratory and consultation course. Eight or sixteen hours attendance. Prerequisites, Courses 4, 5, 6, 7.

117. The Teaching of Chemistry—Three hours. Fee \$3.00.

Discussion and reports on the teaching of high school chemistry, and practice in setting up demonstration apparatus. Required of chemistry students specializing to teach the subject.

COMMERCIAL ARTS

Courses in the Commercial Department divide themselves into two groups: 1. Accounting. 2. Stenographic. Students who expect to major in the department and secure a two-year certificate should elect courses accordingly. The two-year stenographic course should be followed as outlined in the year book, with possibly some electives from the accounting course, or vice versa. Mixing courses from the two groups with no attention to the requirements in the year book might make it necessary for the student to remain in school longer in order to satisfy either of the requirements of the two-year certificate. A combination of the two-year courses referred to above constitutes the requirements for the A. B. degree. Either of them may be taken in the first two years.

*2 and 5 or 3 and 6, 109 and 111, or 112 and 113, to be offered, depending on which is in the greatest demand.

1. Beginning Shorthand—Required of Majors in Commercial Arts. Four hours. Full quarter.

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

2*. Intermediate Shorthand—Required of Majors in Commercial Arts. Four hours. Full quarter.

A study of the last ten lessons of Gregg Shorthand with supplementary exercises. This course completes the study of the principles of shorthand.

3. Beginning Shorthand Dictation—Required by Majors in Commercial Arts. Four hours. First half or full quarter.

A brief review of word signs, phrasing, and the vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Enough work will be given in this course to make one proficient in taking accurately ordinary dictated correspondence.

11. Beginning Typewriting—Required of Majors in Commercial Arts. Four hours. First half or full quarter.

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

12. Intermediate Typewriting—Required of Majors in Commercial Arts. Four hours. First half or full quarter.

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

13. Advanced Typewriting—Required of Majors in Commercial Arts. Three hours. First half or full quarter.

17. Office Practice—Required of Majors in Commercial Arts. Four hours. Either half or full quarter.

This course consists of intensive practice in a "Model Office." Students are required to do five hours of continuous work daily, five days per week, taking dictation and transcribing. This course also includes the operation and use of modern office appliances such as the mimeograph, Mimeoscope, dictaphone, adding machines, filing systems, etc. This work is very carefully systematized and consists of actual correspondence. This comes from the president's office, the deans, and heads of departments. Outside work from churches and charitable institutions is solicited also.

40. Business English—Four hours. Full quarter.

The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clearness, punctuation, etc., applied in commercial correspondence.

50. Elementary Accounting—Required of Commercial Majors. Four hours. Full quarter.

A general introduction, giving the historic background of the subject and a brief statement of the profession. The foundation of double entry book-keeping. Assets, liabilities, proprietorship, the balance sheet, income, expenses, profit and loss statement. The entire class-period is given to discussion and an average of one hour daily is required for laboratory work.

51*. Intermediate Accounting—Required of Commercial Majors. Four hours. First half or full quarter.

Partnerships, introduction to corporation accounting, and many miscellaneous accounting and business methods. Two complete sets of books are written up in this course, one illustrating a partnership and another some features of corporation accounting.

53. Business Mathematics—Required of Commercial Majors. Four hours. First half or full quarter.

A thorough treatment of arithmetic from the modern commercial point of view.

*To be offered in case of sufficient demand.

56. Beginning Penmanship and Methods—Required of Majors in Commercial Arts. Two hours. First half or full quarter.

Drill in rapid, arm-movement, business writing. The Palmer system to be used. This course also includes methods of teaching.

54. Commercial Law—Required of Commercial Majors. Four hours. First half or full quarter.

A treatment of the general principles of common law as applied to business, together with a study of the Colorado statutes and decisions bearing on commercial interests. Contracts will be treated the first half and negotiable instruments the second half.

150. Bank Accounting—Required of Majors in Commercial Arts. Four hours.

This includes a study of state and national banking laws, loans, discounts, commercial paper, methods and principles of banking and saving accounts. A set of books illustrating several days of business will be written, including use of the Burroughs Bookkeeping Machine.

220. Seminar—Full quarter.

An opportunity will be given for research on problems in the commercial field. Problems to be selected in conference with the head of the department. This course is planned as a conference course.

4. Advanced Shorthand Dictation—Required of Majors in Commercial Arts. Four hours. Full quarter.

This is a course in advanced dictation requiring transcriptions. The object of this course is to develop speed in taking and transcribing new matter. A speed of 120 words per minute is desired.

6. Principles and Methods in Commercial Education—Required of Majors in Commercial Education. Two or Four hours. First half or full quarter.

A course dealing with the aims and purposes of commercial education. A study of the commercial curriculum is included. Attention is given to equipment, helpful books, magazines, and other periodicals that will help commercial teachers.

57. Advanced Penmanship and Methods for Teachers and Supervisors—Two or four hours. Either half or full quarter.

The major portion of time in recitation will be spent in discussing writing problems that confront teachers and supervisors of penmanship.

151. Cost Accounting—Required of Majors in Commercial Education. Four hours. Full quarter.

A complete set of books is written up with this course. The set deals with problems of distribution of overhead and burden expenses in connection with a concern manufacturing gas engines. This is a very thorough and complete treatment of the problems involved in cost distribution.

213. The Commercial Curriculum—Two or four hours. First half or full quarter.

This course deals with the commercial curriculum in High Schools, and is a general study of Education for Business.

EDUCATION

1. Principles of Teaching—Three hours. Full quarter three times a week or first half quarter five times a week.

This course will consist of readings, discussions and observations of classroom work in the elementary training school. It will deal with such topics as types of classroom procedure; standards for judging both the subject matter and classroom instruction; development and use of lesson plans; socialized recitations and the project method; the ideas of enrichment, development and control of experiences and the methods appropriate to a realization of these

ideas in the various grades of the elementary school from the kindergarten to the eighth grade.

2. Student Teaching in Elementary Training School—Four hours. Full quarter.

This will include observations, conferences, supervision, and teaching on the part of student teachers.

3. Primary Methods—Either half or full quarter. Two or four hours.

This course is based on the needs of the child between the ages of seven and eight years. This course leads up to the selection of subject matter which functions in the child's life. To this end a brief comparison of courses of study in some of our larger city schools is made. The latest and most scientific articles on primary methods are read and discussed. Many devices for teaching beginning reading, phonics, rhythm, spelling, songs, as well as methods for dramatization of stories, multiplication table, and practice in blackboard illustrating are given.

4. Intermediate Grade Methods—Either half or full quarter. Two or four hours.

The course is based on the needs of the child between the ages of ten and twelve. It will consist of (1) a review of the most significant things in child study common to children of this period; (2) a comparison of courses of study for these grades; (3) the building of a course of study; (4) methods of presenting the material of the curriculum of the intermediate grades.

7. Practical Projects in Primary Grades—Either half or full quarter. Two or four hours.

This course will deal with practical problems and projects in the work of primary grades.

8. Educational Values—Three hours. Required of all students, first year. Full quarter three times a week or first half quarter five times a week.

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 to be more fully justified. Recent magazine articles and textbooks 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—Three hours. Full quarter.

This course will deal largely with the objectives of elementary education. The main subjects of the elementary curriculum will be studied from the standpoint of objectives to be attained in each and the place and importance of each in the public schools of today. Each subject will also be studied to determine what additions and eliminations of subject matter are desirable.

13. The Teaching of Spelling—Two hours. Second half.

The purpose of this course is to present the most reliable and certain facts in teaching of spelling and to present them in their relation in the practical problems which the teacher has to face every day in the class room. The following problems will be discussed: The selection and classification of words; testing for word difficulty; a psychological basis of spelling; the presentation of words; the prevention and treatment of errors; the measurement of spelling ability; factors affecting spelling ability.

15. Vocational Guidance—Two hours. Second half quarter.

In this course a study will be made of the various vocational guidance systems thruout the country. The history of the movement, vocational guidance thru the attendance office, employment supervision, juvenile employment agencies, charting vocational aptitudes, use of psychological tests, industrial surveys and other problems will be studied.

15a. Study of Occupations—Two hours. Second half quarter.

This course will present in detail methods for the study of occupations in junior and senior high schools. Any system of vocational guidance must be

founded on a study of occupations. This course will include a discussion of how the study of occupations may be made to vitalize the work in English, civics, and geography.

16. Training Course for Camp Fire Guardians—One hour. Each half quarter.

This course is intended for those who wish to become Camp Fire Guardians. Groups will be organized into regular camp fires and do the work usually required of girls in such groups.

16a. Training Course for Camp Fire Guardians—One hour. Each half quarter. Open to students who have had the elementary course in Camp Fire.

17. Boy Scout Work—One hour. Each half quarter.

This course is intended for those who wish to become Boy Scout Masters.

21. County School Problems—First half quarter. Three hours. Five times a week.

This course considers the problem of the county school, the teacher, the child, the school board, and the community.

22. Student Teaching in County Demonstration Schools—Two hours. Second half quarter.

A two-teacher rural school will be available for observation and teaching. The work is intended to meet the needs of those who expect to work in rural schools.

26a. The County School Curriculum and the Community—First half quarter. Three hours. Five times a week.

This course will present the problems of the teacher who desires to instruct country children in terms of their environment. The Colorado courses of study and methods and materials for such instruction will be outlined and discussed. Special attention will be given to ways and means for vitalizing the subjects in the course of study.

27. The General Lectures—Required of all undergraduate students.

33. History of Modern Education—Three hours. Full quarter three times a week or last half quarter five times a week.

This course will be introduced by a brief review of the Education of the Renaissance to furnish the setting for the study of the trend of modern education. The main part of the course will be devoted to such subjects as the development of the vernacular schools, the early religious basis of elementary and secondary schools, and the transition to a secular basis, together with the educational philosophy of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbert, and Froebel.

51. Literature, Songs and Games for Kindergarten and Primary Children—Either half or full quarter. Two or four hours.

A study and classification of the different types of stories, songs and games according to their fitness for various ages and purposes.

52. The Kindergarten Curriculum—Four hours. Full quarter.

A study of the educational possibilities of the natural activities of childhood.

101. Principles of High School Teaching—Either half or full quarter. Two or four hours.

This course is designed to develop those principles of teaching and features of methodology which are particularly applicable to high school teaching. A text-book is used as a basis, but this is supplemented by individual reports, class discussions, and special papers. There will also be directed observation of high school teaching. Some of the topics to be considered are: Characteristics of adolescence; types of disciplinary control; economical classroom management; types of instruction; lesson planning and supervised study.

102. Advanced Student Teaching in Elementary Training School— Full quarter. Four hours.

103. Student Teaching in the Secondary Training School— Full quarter. Four hours.

This course will include conference, observations, supervision and teaching under the direction of the training teacher.

104. The Project Method of Teaching— First half quarter. Two hours.

The purpose of this course is to study and define the project and project method from a critical point of view and to discuss the reorganization of the curriculum on the project basis. A study and criticism of current definitions will be made, also the historical development.

106. Methods of Improving Instruction in the Primary Grades— Either half or full quarter. Two or four hours.

An advanced course, dealing with methods of improving instruction in primary grades. Emphasis is placed upon the following subjects; silent reading, literature, spelling, language and arithmetic.

108. Educational Supervision— Either half or full quarter. Two or four hours.

This course will deal with problems of supervision in school systems. It will be of especial value to those who expect to become superintendents or supervisors.

110. Supervised Study— Two hours. First half quarter.

This course will deal with the entire field of supervised study. Model supervised study classes will be available for observation.

11. Philosophy of Education— Four hours. Full quarter. Required fourth year.

This course is designed to study the underlying philosophy of education.

111a. Educational Theory and Its Influence on Method and Practice— Two hours. Second half quarter.

The purpose of this course is to show the necessity of correlating method and practice with sound educational theory. This course will be given with the conviction that educational theory and practice have been vitiated by pre-conceptions which were historically inevitable but which are unjustifiable in the light of modern knowledge.

112. School House Construction— Two hours. Second half quarter.

This course will deal with the practical problems in the planning and building of school houses.

113. Organization and Administration of the Junior High School— Either half or full quarter. Two or four hours.

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 standpoints, each student will arrange a program of studies, and a course in one subject for a junior high school in some designated community.

114. Primary Supervision— Either half or full quarter. Two or four hours.

This course is intended to meet the needs of kindergarten and primary supervisors.

116. The Organization and Administration of a Senior High School— Either half or full quarter. Two or four hours.

This course will deal with the senior high school from the standpoint of organization, programs, teaching, course of study, social life, athletics, and a general problems arising in the administrating of a senior high school.

131. Visual Education—Two hours. First half quarter.

A conference course in visual education is open to superintendents, principals and teachers who are planning to make a wider use of pictures in teaching. Among the topics considered will be the place of picture collections, the use of the stereoscopic lantern, and motion picture machine. Instruction will be given in the installation, care and operation of projection apparatus; the making of lantern slides and motion pictures. Lists of films and lantern slides will be furnished. The school has a complete photographic laboratory, two motion picture machines, and a number of lanterns and projectoscopes. Weekly conferences will be held, and one hour of credit is offered to those regularly enrolled.

135. Educational Classics—Three hours. Second half quarter.

Such classics as Plato's "Republic," Rousseau's "Emile," Pestalozzi's "Leonard and Gertrude," and Spencer's "Education" will be considered (a) as interpretations of educational practices of the various periods of history represented and (b) as representations of theory related to present day education.

142. City School Administration—Either half or full quarter. Two or four hours.

This course is designed primarily for students preparing themselves to be principals, supervisors or superintendents. All phases of city school administration will be dealt with. Particular emphasis will be placed on such subjects as employment, pay and promotion of teachers, and making of the school budget, the planning of a building program, and the development of a course of study.

143. National, State and County Educational Administration—Either half or full quarter. Two or four hours.

This course deals with the fundamental principles of educational administration as they apply to the nation, state and county. Federal aid to education will be studied. The correct organization of a state department of education and the state's relation to certification, finance, attendance, etc., will be a part of the course. The county as a unit of administration will also be dealt with.

144. School Publicity—Two hours. Second half quarter.

This course will study such problems as school papers, bulletins, house organs and publications for patrons. How to get material ready for the newspapers and how to handle such community projects as clean-up week, American education week, know your schools week, music week, bond-elections, Parent-Teacher associations and other community enterprises will be a part of this course. Given by the department of education and the department of English jointly.

147. Educational Surveys—Two hours. Second half quarter.

In this course an opportunity will be given to study the technique of conducting surveys, the surveys which have been made, and the application of these surveys to educational thought and practice.

152. Principles Underlying the Education of Children in the Kindergarten and Primary Grades—Either half or full quarter. Two or four hours.

This course is intended to be of help to kindergarten and primary teachers and supervisors.

220. Educational Finance—First half quarter. Two hours.

This course deals with budget making, taxation, financial reports and other subjects that relate to financing the public schools. A study will also be made of cost units, and financial comparisons of schools.

223. Research in Education—Hours dependent upon amount of work done. Open only to students who are present the full quarter.

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—Either half or full quarter. Two or four hours.

This course will consist of reviews and discussions of recent books and magazines in the various fields of education. Prospective members of the class will aid greatly in the work if they will bring 1922 to 1923 books with them for use in this course.

EDUCATIONAL PSYCHOLOGY

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 and methods 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 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 and tests and measurements 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 feeble-minded children. Students who elect either of these curricula are advised to take at least six courses of the curriculum of some other department.

1. Child Hygiene—First year. Three hours. Full quarter.

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—

a. Three hours credit, four hours recitation. Required of all students. Second year. Either half quarter.

The purposes of this course are: (a) to make the student familiar with the child's capacities, tendencies and native responses and to show him how they, and the nature and order of their development, are involved in the process of educating the child; (b) to discuss such conditions of the school room and school activities as will avoid fatigue and promote work.

The following topics will be treated: The child's native equipment; mental work and fatigue.

b. Three hours credit, four hours recitation. Required of all students. Second year. Either half quarter.

Purposes of the course: (a) to acquaint the student with the various modes of learning and the conditions which facilitate learning; (b) to discuss the nature of individual differences and point out their significance for instruction and the arrangement of school work.

General topics: The psychology of learning; individual differences.

3. Child Development—Second year. Four hours. Full quarter.

The purposes of this 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 ideas; volition, suggestion and interest.

104. Psychology of Elementary School Subjects—Third year. Four hours. Required. Either half or full quarter.

The purposes of this 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 individual differences in children; (d) to criticise methods of instruction in the light of individual requirements, the result of experimental studies, and the mental processes involved in a given subject.

Topics treated: The elementary school subjects.

105. Psychology of the High School Subjects—Third year. Four hours. Required of students preparing to teach in high school in lieu of Course 104. Either half or full quarter.

The purposes of this course are the same as those enumerated in Course 104.

Topics treated: The high school subjects.

107. Mental Tests—Four hours. Full quarter.

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, psychological and vocational significance of tests.

Topics treated: Various forms of individual tests, such as the Binet series and its modifications; various forms of group tests, such as the Army, Otis, National and Pressey tests; tests of perception, memory, imagination, thinking, attention, psycho-motor control, and various combinations of mental processes.

108a. Educational Tests and Measurements—Four hours. Fourth year. Required. Either half or full quarter.

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 the other elementary school subjects.

108b. Educational Tests and Measurements—Four hours. Fourth year. Required of students who will teach in the Senior High School. Either half or full quarter.

The purposes of this course are the same as those for 108a. The topics treated will be tests and standards of the high school subjects.

111. Speech Defects—Two hours. First half.

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

112. Vocational Psychology—Three hours. Full quarter.

The purpose of this course is to make the student acquainted with employment psychology, personnel work in industry, the psychological aspects of vocational guidance, and the application of psychology to industry and the vocations in general.

212. Psychological and Statistical Methods Applied to Education—Four hours. Full quarter.

Purposes: (a) to give school officials the technique necessary for the solution of educational problems involving the accurate measurements of mental processes; (b) to present the statistical methods employed in the treatment of educational data.

213. Conference, Seminar, and Laboratory Courses—Hours depending upon the amount of work.

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.

ETHICS

In the courses given below it is hoped that two essentials in the training of a teacher—Character and Personality—may be fostered and improved. The young woman who starts out upon her teaching career with a good ethical foundation, and the advantage of a character, developed through the right ideals of conduct and appreciation, has assets which are invaluable.

1. Ethics—Personal Talks on Right Living—Two periods. One hour credit. Full quarter.

In this course it is the aim of the dean of women to get in touch with the personal side of each student. Living conditions will be taken up, and all matters pertaining to conduct will be open to friendly discussion.

2. Ethics—Ethical Culture—Two hours. Full quarter.

A course designed for instruction in etiquette of every day life; a general appreciation of culture and its necessity in the training of a teacher. Lectures, book and magazine articles, reviews and reports.

FINE AND APPLIED ARTS

The department of Fine and Applied Arts aims to prepare teachers to meet all the demands made upon regular teachers in public schools from the kindergarten through the high school in all branches of drawing, and to train special students to act as departmental teachers and supervisors in Fine and Applied Arts. The courses are open as electives to all students of the College.

The department is well equipped. In addition to the regular equipment there is a museum of ceramics, original paintings, reproductions, and copies of masterpieces.

2. Methods of Teaching, Drawing and Design in Primary Grades—Four hours. Either half or full quarter.

Freehand drawing, elementary perspective adapted to illustrations, color, elementary design, drawing from animals and nature, picture study, black-board drawing.

13. Methods of Teaching Applied Art in Primary Grades—Four hours. Either half or full quarter.

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

1. Methods of Teaching Drawing and Design in Intermediate Grades and Junior High School—Four hours. Either half or full quarter.

Freehand drawing perspective color, composition, design, lettering, art appreciation.

14. Methods of Teaching Applied Art in Intermediate Grades and Junior High School—Four hours. Either half or full quarter.

Application of design and color to paper, and card board construction, basketry, block-print, clay, toys, costume, interior and table problems.

3. Freehand Drawing—Four hours. Either half or full quarter.

Perspective drawing from objects and nature and animals. Sketching; mediums, charcoal, pencil, colored chalk.

5. Water Color Painting—Three hours. Either half or full quarter.

Studies from still life, nature and landscape.

6. Art Appreciation—One hour.

The purpose of this course is to increase the student's appreciation of beauty and his power to select good examples of art.

7. Constructive Design—Four hours. Either half or full quarter.

Design applied to the construction and decoration of problems in tooled leather, block print, basketry, batik. Decoration of common objects.

Pottery—Four hours. Either half or full quarter.

History and appreciation of pottery modeling and decorating tiles, vases, bowls. Casting, glazing.

11. History of Architecture—One hour. Full quarter.

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

102. Commercial Art—Four hours. Either half or full quarter.

Lettering, posters and pictorial advertising, design and color.

16. Antique—Four hours. Either half or full quarter.

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

9. History of Art—Three hours. Full quarter.

Growth of the great schools and their influence; study of important masters and their work. Lectures with related readings.

12. Household Art Design—Four hours. Either half or full quarter.

Study of periods in furniture making and modern adaptation. Development of design and color for interiors and costumes.

4b. Design—Four hours. Either half or full quarter.

Development of the principles of design and color.

105. Oil Painting—Four hours. Either half or full quarter.

Still life, landscape composition.

ROMANCE LANGUAGES

SPANISH

1. Beginning Spanish—Three hours.

Wilkins' First Spanish Book. The first 25 lessons will be completed.

4. Second Year Spanish—Three hours.

For students who have one or more years of Spanish. Considerable conversation will be done, and original themes on Spanish life. Text: *El Tesoro de Gaston*, by Pardo Bazan.

103. Third Year Spanish—Three hours.

The following works of Pedro de Alarcon will be studied: *El Escandalo*, *El Sombrero de Tres Picos* and *El Final de Norma*.

205. Fourth or Fifth Year Spanish—Three hours.

Selections from Mesonero Romanos and Linares Rivas' *El Abolengo* and Cruz and Kuhne's *Don Quijote*.

FRENCH

1. Beginning French—Three hours.

Grammar and easy texts.

4. Second Year French—Three hours.

Text: *Trente et Quarante*, by Edmund About. Much conversation and composition work done.

103. Third Year French—Three hours.

Ursule Mirouet by H. De Balzac, and *le Comte Kostia* by Cherbuliez, will be the first texts used. Others will be chosen for the second half.

205. Fourth Year French—Three hours.

The complete works of Voltaire will be undertaken, beginning with *Zadig* or tales of the Orient. Outside readings from the leading works of this author.

LATIN

Four courses in Latin will be offered, among which will be one on the Teaching of Latin in secondary schools. These courses will be listed in full in regular program.

GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY

The courses listed in this department are not review courses covering the material taught in the elementary schools. Such review courses are listed in the High School department and no credit is given in them toward graduation from the College.

Geography is a definite science, in which the superstructure of commercial and human factors is built upon the underlying climatic and geologic causes. It is from this point of view that the work of the department is given.

12. Geography Method—Two hours. Half quarter, repeated second half quarter.

A course in which the history of geography teaching is taken up, followed by a discussion of the relative values of the various methods of presentation. The materials suitable for each school grade will be discussed.

100. Geology—Four hours. Full quarter.

Not so much a text-book course as an endeavor to get the kind of geology that will enable our Colorado teacher of mountain and plain to understand her environment in geologic terms and to incorporate this understanding in her nature study and geography teaching.

113a. Mathematical Geography—Two hours. First half quarter.

A recitation course designed to cover such problems as proofs of the earth's rotation and revolution, the tides, the international date line, standard time belts, calendars, etc.

122. Biography—Two or four hours. Either half or full quarter.

The distribution of plants and animals, emphasizing the main climatic and geologic controls in such distribution.

179. Geographic Influences in American History—Two hours. Second half quarter.

A course taking up the physiographic controls of American history, especially in Eastern United States.

HISTORY AND POLITICAL SCIENCE

4. Western American History—Four hours. Full quarter.

The westward movement is treated as an historical process, including the social, economic, and political interests associated with the various stages. Some general topics suggest the nature of the work: migration from the Atlantic coast to the Mississippi Valley, the Trans-Mississippi West, Colorado as a part of the westward movement, the Pacific coast and the dependencies.

25. Comparative Government—Four hours. Full quarter.

The federal government of the United States is studied in comparison with the governments of other important countries. The English and French systems furnish the basis of general comparison; but the others which are considered include the new governments of Germany the Czech Republic, and the Soviet System, and the older monarchical form of Japan.

40. Contemporary World History—**a. Two hours. First half quarter.**

This is a discussion of current conditions in which enough of the comparatively recent past is introduced to give an understanding of conditions as they are. The consequences of the Great War are especially stressed, such as the operation of the League, the Near Eastern controversy, the crises in the British Empire, etc.

b. Two hours. Second half quarter.

This is a continuation of the work outlined above.

13. The Teaching of History—Two hours. First half quarter.

The nature of the course is suggested by the following topics: the history of history instruction in the schools; the aims and values of history instruction; the course of study; methods and materials for the several grades of instruction; the testing of results; and school problems, such as the place of history in the curriculum, the relation to the other subjects, etc.

26. The Teaching of Civics—Two hours. Second half quarter.

The discussion includes the following: the development of civics instruction from the study of the Constitution to the present community civics; the value of civics in education for citizenship; the purpose of instruction in government; courses of study; and methods and materials for the several grades of instruction.

215. Research in History.

Students doing graduate work in history and political science may arrange work as desired.

HOME ECONOMICS

The Home Economics course not only trains teachers, but also trains homemakers in the selection, use and care of materials for the home. It has as an ideal the establishment of sane standards of living, including the economic, social and esthetic sides of life.

It is the policy of the Home Economics Department to recommend as teachers of the subject only those students who have completed the four year course.

HOUSEHOLD ARTS

1. Textiles—Four hours.

The course includes the history and development of the textile industry; the study of the commonly used fibres and fabrics; and the standard tests.

4a. Millinery—Four hours.

The designing and making of hats to suit the individual. Open to majors only.

4b. Millinery—Four hours.

This course is largely a duplication of 4a except the omission of mold-construction. Open to anyone who can sew well.

5. Pattern Making—Four hours.

The making of patterns by drafting, modeling, designing. Open to majors.

109 Advanced Dressmaking—Four hours.

This course includes problems too difficult for the inexperienced student. One afternoon dress is made in the course—preferably a crepe or a satin. HA5, HA6, and HA107 are prerequisites.

110. Advanced Textiles—Two hours.

This course includes a study of artistic textiles; also laces, rugs and tapestries. The other two hours are given in the Chemistry department.

HOUSEHOLD SCIENCE

1 or 2. Food and Cookery—Four hours. Fee, \$3.00.

A study of food and its preparation. Either or both courses will be offered, according to the demand.

3. Food and Cookery—Four hours. Fee, \$3.50.

A continuation of 1 and 2.

4. Demonstration Cookery—Four hours. Fee, \$3.50.

This course presupposes at least three quarters of previous training in cookery. It is planned to increase skill and confidence and enable students to do community work as a demonstrator.

106. Home Nursing—Four hours. Fee, 50 cents.

The course is a thorough one in the care of patient and room in case of illness in the home. First aid is included.

107. Household Management—Four hours.

The study of the problems most commonly met by every housewife.

HYGIENE AND PHYSICAL EDUCATION

Students registering for the first time should make an appointment on registration day for the required health and dental examinations. Registration is not completed until these examinations have been made and recorded. These examinations are for the purpose of assisting students with their personal health problems and are free. The Medical and Dental Advisers keep regular office hours for free consultation regarding individual health problems of students. The College does not, however, undertake any medical or dental treatment.

Students registering for practical (exercise) courses should dress in gymnasium costume and be ready for work at the first meeting of the class. Students coming to class in street clothing will be marked "absent."

The courses offered by this department are divided into two classes as follows:

I. Informational Courses in Hygiene, Physical Training and Play.

Courses in group one do not fulfill the college requirement for an activity course each quarter during the first two years. Hygiene and Physical Education 7 is required of all students during the first or second year. Hygiene and Physical Education 108 is required of all students during the third or fourth year. Other courses listed in this division are primarily for students who are specializing in Physical Education but are open to others.

II. Exercise Courses in Physical Training, play, and Athletics.

One course in group two is required each quarter during the first and second years.

GROUP I. INFORMATIONAL COURSES

1. Physiology and Hygiene of Exercise—Five periods. Three hours. First half quarter.

Lectures, demonstrations, recitations. A required course for Physical Education Majors, but open to others who have had biology.

2. Anatomy and Kinesiology—Five periods. Three hours. Second half quarter.

Lectures, demonstrations, recitations. Use is made of skeleton, manikin, charts, and anatomical atlases in connection with text book assignments.

Required of Physical Education Majors during the first year. Open to others who have had biology.

3. Anthropometry and Physical Examinations—Four periods. Four hours. Full quarter.

A lecture, recitation practice course. Principles and methods of making

physical measurements; the determination of norms for different age groups; applications of principles to physical education problems; the detection and correction of common physical defects. Required of Physical Education Majors the second year. Open to others who have had biology.

5. History of Physical Training—First year. First half quarter. Five periods. Two hours.

The place given to Physical Education in the life of different nations. Beginnings of modern physical education; recent rise of play and recreation movement; effect of the World War on development of physical education in the United States and other countries, are among the topics considered.

6. Research in Physical Education.

Qualified third and fourth year and graduate students may select a subject for research in Physical Education. By arrangement. Three or more hours, depending on the amount of work accomplished.

7. General Hygiene—Five periods. Two hours. Either half. Required of all students at some time during the first two years. Men and women.

A lecture, discussion course on general hygiene. Many lectures are illustrated. Consideration is given to : (a) mortality statistics as a basis for effective hygiene; (b) agents injurious to health; (c) Carriers of pathogens;; (d) contributory causes; (e) defenses of health; (f) producers of health; (g) the teaching of Hygiene.

9. Child and School Hygiene—Four periods. Four hours.

A course in Child and Educational Hygiene (see Education Psychology 1).

12. First Aid—Five periods. Two hours. Either half quarter.

A course covering the essentials of first aid treatment in cases of accident or illness. The Red Cross Text Book is followed. Those who complete the course may receive the Red Cross Certificate in First Aid.

108. Individual Hygiene—Five periods. Two hours. Either half quarter. Required of all students during the third or fourth years.

An informational course on the essentials of individual health conservation and improvement. Different sections for men and women.

GROUP II. EXERCISE COURSES

In order to secure credit for a full quarter in fulfilling the administrative regulation requiring "physical education exercise courses during each quarter in residence" during the first two years, it is necessary to carry one practical course throughout the entire Summer Quarter. These courses are listed below.

55. Heavy Apparatus and Tumbling—(Men) Three Periods. One half or one hour. Either half or full quarter.

56. Singing Games and Elementary Folk Dancing—Three periods. Either half or full quarter. First year students. One half or one hour.

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

57. Folk and National Dances—Three periods. One half or one hour. Either half or full quarter.

A selected list of folk and national dances suitable for school and playground use, especially for upper grade and high school groups. Two sections.

58. **Esthetic Dancing**—Three periods. One half or one hour. Half or full quarter. Students entering second half must secure approval of instructor.

Technic of the dance; the development of bodily co-ordination and rhythmical responsiveness are the aims of the course.

59. **Classical Dancing**—Four periods. One hour. First half. Advanced technic and classical dances. Pre-requisite Course 58.

60. **Interpretative and Natural Dancing**—Four periods. One hour. Second half quarter. Pre-requisite Course 59.

61. **School Gymnastics**—Three periods. One half or one hour. Either half or full quarter.

Class organization and conduct, marching, free, dumb-bell, wand, and Indian club drills, principles of selection and arrangement of exercises, practice in organizing and leading drills, working out daily programs for different grades under school conditions.

62. **Plays and Games**—Three periods. One half or one hour. Half or full quarter.

A selected list of plays and group games suitable for use in the lower and intermediate grades.

63. **Playground Organization and Supervision**—Five periods. Two hours. First half quarter.

A lecture discussion and practice course. Two lectures and three practice periods each week. Theories and applications of play in modern education; play and athletics as training for citizenship; the practical administration of play and athletics from an educational point of view are among the topics considered. A second year course for students majoring in Physical Education but open to others interested in this phase of school work.

64. **Athletics for Women**—Three periods. One or two hours. Half or full quarter. Second year students.

A course in group and team games. Play material suitable for upper grades and high schools will be presented.

65. **Recreation Course**—Three periods. One half or one hour. Half or full quarter. Open to all.

A recreational activity course for men and women. This course will offer opportunity for instruction in swimming and tennis especially. A special fee will be charged for the swimming lessons. This fee is to cover cost of transportation and the privileges of the swimming facilities.

66. **Athletic Coaching**—

A group of courses designed to give those who are now engaged in teaching athletics, or those who are planning to enter this field, the fundamentals of the major athletic sports. Lectures, field practice, competition, administration of athletics, athletic budgets and equipment, the selection, training and conditioning of teams, discipline, etc., will be among the topics discussed.

- (a) **Football**—Five periods. First half quarter. 2 hours.
- (b) **Baseball**—Five periods. First half quarter. 2 hours.
- (c) **Basket Ball**—Five periods. First half quarter. 2 hours.
- (d) **Football, Basket Ball, and Track and Field Sports.** These sports will be treated in a combination course during the second half quarter. Five periods. 2 hours.

68. **Corrective Gymnastics.**

A course for those who are unable, because of physical disability, to take the other courses. Students, however, are not admitted to this course except upon the recommendation of the College Medical Advisers or the Director of this Department.—No credit.

LITERATURE AND ENGLISH

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.

1. Material and Methods in Reading and Literature—Two hours.

A study of motivation in the field of reading, oral and silent, for children; the consideration of principles governing the choice of literature in the grades; practice in the organization and presentation of type units, including dramatization and other vitalizing exercises. A somewhat flexible course, affording opportunity for intensive work within the scope of any grade or grades, according to the individual need or preference.

2. The Teaching of Written English—Two hours.

This course takes up the problems of teaching formal English, both spoken and written, in the intermediate grades, and the junior high school. The functional teaching of grammar is included.

3. Public Speaking and Oral Composition—Three hours.

The endeavor of this course is to establish the student in habits of accurate speech and to encourage fluency, vigor and logical marshaling of his thought in discourse of varied types, including exposition, description, narrative, oratory, argumentation, free dramatization.

4. Speaking and Writing English—Required of all students unless excused by the head of the English department. Three hours.

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 the means of correcting them; and practice in both oral and written composition.

6. American Literature—Four hours.

A course in American literature following the plan of Courses 8 9 and 10 in English literature.

8. The History of English Literature—Four hours.

A reading course following the development of our literature from 670 to 1625.

11. A Study of English Words—Four hours.

No greater help in speaking and writing can be offered a student than a course in English Etymologies, word origins, connotations, etc. The study of Latin formerly offered this information to students. Now that only a few study Latin, the English department recommends this course to all students who wish to use exact meanings of words with assurance and accuracy.

13. The Art of Story Telling—Three hours.

A study of the main types of narrative, with emphasis upon the direction and manner suitable for each. Practice in the art of story telling.

15. Types of Literature—Two hours.

A reading course looking toward an appreciation of literature and covering all the types of literature that can be made interesting to young people and to contribute to the formation of good taste in reading. This would include English, American, and Foreign literature which has become classic. But no matter how "classic" it is, it still must be attractive. The types covered will be lyric, narrative, and epic poetry, drama, essay, story, novel, letters and biography.

16. Types of Contemporary Literature—Two hours.

A second appreciation course similar to Course 15 but dealing with the literature of not more than ten years back. Most teachers of literature leave the impression that literature must age like fiddles and wine before it is fit for human consumption. Such is not the case. Much good literature is being produced every year. After students leave school it is just this current literature that they will be reading if they read at all. We want to help them form a discriminating taste for reading, and to acquire a liking for reading so that they will be alive to what the world is thinking, feeling, doing and saying after they leave the school.

17. Comedy: A Literary Type—Three hours.

The consideration of comedy as a type of drama, with intensive and comparative study of a Shakespearean comedy. The group interpretation of a Shakespearean comedy on the campus. Sometimes, when the class is large, other programs of standard plays are also given.

20. Intermediate Composition—Three hours.

This course is planned for students who have passed English 4 and wish to get further practice in the usual forms for composition and do not care to go into the newspaper writing provided for in the course numbered 102.

31. The Short Story—Four hours.

A study of fifty typical modern short stories to observe the technical methods of modern short story writers and the themes they have embodied in the magazine fiction of the present. The course is based upon Mr. Cross' book, "The Short Story," supplemented by O'Brien's "The Best Short Stories."

102 Journalistic Writing—Three hours.

A course in advanced English composition based upon newspaper and magazine work. Every type of composition used in practical news and journalistic writing is used in this course. This course has been revised, and planned to meet the demands for Journalism in the High Schools. Especial attention is given to school publicity and to the publication of the school and college papers. The practical nature of the course makes it particularly valuable to English teachers who are called on to teach Journalism.

105. Oral English in the High School—Two hours.

The discussion of practical problems concerning the direction of Oral English in the secondary school; oral composition, literary society and debating activities, festivals, dramatics

106. The Teaching of English in the High School—Two hours.

Principles for the selection of literature for senior high school pupils considered critically; illustrative studies in the treatment of selected pieces; study of types of composition work for high schools, with illustrative practice in writing.

121. Nineteenth Century Poetry—Two hours.

A study of English poetry from Wordsworth to Tennyson, including Coleridge, Byron, Shelly, Keats, and the lesser writers from 1798 to 1832.

122. Victorian and Contemporary Poetry—Two hours.

Tennyson and Browning, and the general choir of English poets from 1832 to 1892, and an attempt to estimate the significance of current tendencies in poetry, English and American; supplemented by sufficient reference to current verse of other literature to afford comparison or analogy.

125. Nineteenth Century Prose—Four hours.**126 The Informal Essay—Four hours. Spring quarter.**

A study of the familiar essay for the purpose of determining the nature and form of this delightful phase of literary composition. The method in this

course is similar to that pursued in the short story; namely, a reading of a number of typical essays as laboratory material for a study of technic and

127. Selected Plays of Shakespeare—Four hours.

The life of Shakespeare and a literary study of the plays which are appropriate for high school use, with a proper amount of attention to the method of teaching Shakespeare in high schools. Some account of the theater in Shakespeare's time.

132. The Development of the Novel—Four hours.

The development, technic and significance of the novel.

133. The Recent Novel—Four hours.

The reading of ten typical novels of the past five years for the purpose of observing the trend of serious fiction; to study the social, educational and life problems with which the novelists are dealing.

134. Modern Plays—Four hours.

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

Note: Only two of the courses numbered 125, 126, 132 133 and 134 will be given. These will be the two for which there seems to be the greatest demand.

GRADUATE COURSES

Graduate students may take any course in the Department of Literature and English numbered above 104.

230. Conference Course—This course 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

There has been a rather wide-spread idea among school administrators that anyone with a knowledge of subject matter could teach mathematics. As a result we have in many of our schools specialists in English, History, Latin, and various other subjects assigned to take classes in Algebra and Geometry. This again has led to some severe statements as to the value of the whole subject of mathematics in the secondary schools. What we need is a great number of teachers trained to teach mathematics as it should be taught.

The aim of every course given here is to train students to go out and teach this ancient branch of science so that it will have the very highest value to the one taught.

Solid Geometry—First half or full quarter. Four hours.

This course takes up the ordinary theorems of solid geometry and at the same time emphasizes the main points to be kept in mind by the teacher in presenting the subject of geometry.

2. Plane Trigonometry—First half or full quarter. Four hours.

Of all the secondary mathematics subjects trigonometry presents the greatest number of contacts with actual problems outside of the classroom. This fact is used in presenting the subject here. The surveyor's transit and chain are used freely,

5. College Algebra—Either half or full quarter. Four hours.

The work begins with a review of the work of elementary algebra with special attention to a clear understanding of the principles involved. The needs of those who expect to teach high school algebra are constantly kept in mind.

6. College Algebra—Either half or full quarter. Four hours.

This course deals with the more advanced topics such as theory of equations, determinants, series, etc.

7. Analytic Geometry—First half or full quarter. Four hours.

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.

8b. The Teaching of Arithmetic—Two hours. Second half quarter.

This course takes up a discussion of the recent tendencies in the teaching of arithmetic. It attempts to give those things which will actually help the teacher in presenting arithmetic in the class room.

8a. Junior High School Mathematics—Two hours. First half quarter.

The formation of the Junior High School has given rise to a great deal of discussion as to just what sort of mathematics should be taught in the seventh and eighth grades, in particular, and just what methods should be used. This course is given over to a study of these questions from the standpoint of the practical teacher.

100. The Teaching of Secondary Mathematics—Two hours. Second quarter.

In this day of unrest and progress the teacher who stands still is soon far behind his 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.

101. Differential Calculus—First half or full quarter. Four hours.

It is in the subject of calculus that the student gets his first real glimpse of the almost unlimited power of mathematics. To the teacher of even secondary subjects it gives an inspiration and a breadth of view that means much for his success in the class room. The course as here given covers the usual fundamentals of differential calculus.

102. Integral Calculus—First half or full quarter. Four hours.

This course deals with the problem of integration and its many applications.

More advanced work in the field of mathematics may be arranged for by consultation with the head of the department.

MUSIC

The courses offered by the department are of two kinds:

(a) Courses which are elementary and methodical in their nature and meant to provide comprehensive training for teachers of vocal music in 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.

PRIVATE INSTRUCTION

The conservatory offers instruction in voice, piano, violin, orchestral and band instruments. Send for special music bulletin.

Student recitals are given which provide the students an opportunity to appear in public recitals. Operas are produced annually by the students.

The Philharmonic Orchestra is a symphony orchestra of fifty members, comprised of talent from the school and community, which gives bi-monthly concerts. The standard symphonic and concert compositions are studied and played. Advanced students capable of playing the music used by the organization are eligible to join upon invitation of the director.

The college orchestra and band offer excellent training for those interested.

The annual May Festival gives the students opportunity to hear one of the greatest orchestras and to study one of the standard oratorios presented at that time.

The Teachers College Choral Union presents programs during the year, its closing program being the oratorio given during the Spring music festival. All pupils registered in the Conservatory of Music are eligible for the chorus.

The courses in Instrumental and Vocal Music will be arranged to suit each individual student in consultation with the director.

1. Sight Reading—Five periods. 3 hours. First half.

A course designed for those who wish to become proficient in the rudiments of music and in singing music at sight. A course for beginners. A required course for majors in music.

2. Tone Thinking and Melody Writing—Second half. Five periods. 3 hours.

Introductory course to beginning harmony. Required of all music majors.

3. Introductory Harmony—First half. Five periods. 3 hours.

The writing of melodies and harmonization of same. Required of music majors. Pre-requisite Music 2.

4. Advanced Harmony—Second half. Five periods. 3 hours.

Continuation of Music 3. Required of majors in music. Pre-requisite Music 3.

10. Primary Methods—First half. Five periods. 3 hours.

The teaching of rote songs. How to help monotones, the care of the child's voice. The forming of the repertoire of songs that will be useful out of school as well as in the school. Methods for the first, second and third grades. Required of public school majors. Pre-requisite Music 1, 2.

11. Intermediate Methods—Second half. Five periods. 3 hours.

Methods for fourth, fifth and sixth grades. Problems of these grades are considered and practical solutions are offered. Required of all music majors. Pre-requisite Music 1, 2.

20. History of Ancient and Medieval Music—First half. Five periods. 3 hours.

A cultural course open to all students. From earliest music up to and including Beethoven. Required of majors in music.

21. Modern Composers—Second half. Five periods. 3 hours.

The lives of the composers are studied and the student will become acquainted with the beauty and style of their composition, through the aid of the phonograph and the player piano. Required of majors in music.

22. Appreciation of Music—First half. Five periods. 3 hours.

This course is offered to those who desire to acquire a greater love for good music. The phonograph is used to present the instruments of the Orchestra in solo and in combination. A graded course for the public school is given.

23. Musical Literature—Second half. Five periods. 3 hours.

The best music will be presented and a thorough knowledge of the form of oratorio and opera and other styles of music will be obtained.

30. Individual Vocal Lessons—Full quarter. One-half. One hour.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers. To arrange for lessons consult head of voice department.

31. Individual Piano Lessons—Full quarter. One-half period. One hour.

Piano work is arranged to suit the needs and ability of the individual. To arrange for lessons consult the head of the piano department.

32. Individual Violin Lessons—Full quarter. One-half period. One hour.

The work will be outlined according to the ability of the student. To arrange for lessons consult the head of the violin department.

33. Individual Pipe Organ Lessons—Full quarter. One-half period. 1 hour.

The work will be outlined according to the ability of the student. The work presupposes some knowledge of the piano. To arrange for lessons consult the head of the organ department.

34. Class Lessons in Voice—Full quarter. One-half period.

Two lessons a week. Lessons will be given to groups of ten. Twenty-five cents will be the charge to each student. This course is of interest to all teachers who expect to have charge of music in the schools under supervision.

35. Class Lessons in Violin—Full quarter. One-half period.

Two lessons a week. Classes will be organized in groups of ten. A course for beginners.

40. Orchestra—Full quarter. One period. 1 hour.

41. Band—Full quarter. One period. 1 hour.

42. Glee Club—Full quarter. One period. 1 hour.

101. Chorus Singing—Full quarter. One period. One hour.

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

103. Counterpoint—Full quarter. Three periods. 3 hours.

The principles of harmony are here applied to polyphonic writing.

105. Form and Orchestration—Full quarter. Three periods. 3 hours.

The principles of composition in the larger forms are studied and the various instruments of modern orchestras are described. Beginning arranging for orchestra. Pre-requisite, Music 101.

110. Supervisor's Course—First half. Five periods. 3 hours.

Material for all grades up to and including Junior and Senior High School will be presented and an opportunity given to members of the class for conducting. Required of majors in public school music. Pre-requisite, Music 1, 2, 3, 4, 10, 11.

120. School Entertainments—Second half. 4 periods. 2 hours.

Practical programs for all occasions. Thanksgiving, Christmas, etc. Quarter concludes with some operetta suitable for use in the grades.

130. Individual Vocal Lessons and Methods—Full quarter. One-half period. 1 hour.**131. Individual Piano Lessons and Methods**—Full quarter. One-half period. 1 hour.**132. Individual Violin Lessons and Methods**—Full quarter. One-half period. 1 hour.**133. Individual Pipe Organ Lessons and Methods**—Full quarter. One-half period. 1 hour.

PRACTICAL AND INDUSTRIAL ARTS

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

WOODWORKING, DRAFTING, PRINTING, AND BOOKBINDING

The Woodworking, Drafting, Printing, and Bookbinding Departments of State Teachers College are the most modern departments to be found in the Middle West. The departments occupy the first and second floors 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 woodworking, drafting, printing, and bookbinding as thorough and practical as are to be found in the regular commercial shops.

5. Vocational Education—Required of all Majors in Industrial Arts, Commercial Arts, and Fine and Applied Arts. Four hours. Either half or full quarter.

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

1. Elementary Woodwork—Four hours. Fee \$2.00. Either half or full quarter.

This course is arranged for those who have had no experience in wood-working 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—Majors. Four hours. Fee, \$2.00. Either half or full quarter.

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 wood-working.

19. Wood Turning—Four hours. Fee \$2.00.

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.

12. Elementary Architectural Drawing—Four hours. Either half or full quarter.

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

117. Elementary Machine Design—Four hours. Either half or full quarter.

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. Either half or full quarter.

A study is made of the transmission of motor 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.

8b. Art Metal—Four hours. Either half or full quarter.

A continuation of 8a. The course in general includes the designing and executing of simple, artistic jewelry pieces, such as monograms, simple settings of precious stones, and the development of advanced artistic forms of copper.

109. Advanced Art Metal—Four hours. Either half or full quarter.

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

201. Seminar—Four hours. On demand. Either half or full quarter.

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.

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

1a. Elementary Printing—Four hours. Either half or full quarter.

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 through the various stages from composition to making ready and printing on the press.

2a. Intermediate Printing—Four hours. Either half or full quarter.

A continuation of elementary printing with a view to making the student more proficient in the 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.

3a. Advanced Printing—Four hours. Either half or full quarter.

A continuation of the study of typographic design in the laying out and composition of menus, title, and cover-pages, advertisements, etc. Impositions 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. Either half or full quarter.

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

Other courses found in Year Book on demand.

BINDING ART AND LEATHER CRAFT

1a. Elementary Bookbinding—Four hours. Either half or full quarter.

This course includes the following: tools, machines, materials and their uses, collating and preparing their sheets for sewing, sewing on tape and cord, preparing end sheets, trimming, gluing, rounding and backing, head-binding, banding and preparing backs for covers, selecting cover materials, planning and making of covers, and all steps necessary for the binding of full cloth, buckram and paper bindings, having spring or loose backs; also the binding of one-quarter loose and tight back leather bindings with plain and fancy edges. The making of small boxes, writing pads, memoranda books, leather cases, cloth portfolios and kodak albums.

1b. Elementary Bookbinding—Four hours. Either half or full quarter.

A continuation of Bookbinding 1a.

1c. Elementary Bookbinding—Four hours. Either half or full quarter.

A continuation of Bookbinding 1b.

2a. Intermediate Bookbinding—Four hours. Either half or full quarter.

This course includes the binding of books in half leather, half morocco, cowhide, calf, sheep and fancy leathers; also the planning and making of full leather travelers' writing cases, music cases and art leather work.

2b. Intermediate Bookbinding—Four hours. Either half or full quarter.

A continuation of Bookbinding 2a.

2c. Intermediate Bookbinding—Four hours. Either half or full quarter.

A continuation of Bookbinding 2b.

3a. Advanced Leather Craft Art Work—Four hours. Either half or full quarter.

This course is a review of both of the other courses in higher grade work and construction. Full leather bindings with raised panels is given in this course. Gilt edging, fancy edges, including starch and agate edges.

Finishing in antique and gold, hand lettering in all its phases, tooling in gold and antique, stamping by stamping machines on cloth, leather and other materials in blind, gold and other metals and foils.

Other courses found in Year Book on demand.

PHYSICS

The various courses to be given by the Physics Department have a double purpose in view; first, to give the students an adequate knowledge of theoretical and applied physics; second, to develop in close cooperation with the students more efficient methods of teaching this subject in secondary school and college. Although the former is essential, the latter constitutes the problem proper in a teachers college.

In our century of intense industrialism, the role of physical science has become of such importance that its place in the public school curriculum ought to be carefully reconsidered. The Physical Department of Colorado State Teachers Colleke is, therefore, facing the two-sided problem.

1. What ought to be the purpose and the organization of physics teaching in a progressive school?
2. What ought to be the best organization of physics teaching under existing conditions?

These two sides of the problem will constantly be kept in view in all courses given by the Physics Department. In these courses topic, problem and project methods will be combined in such a way as to allow the classroom to be organically absorbed by the laboratory. Then only will the motivation become natural; the students will then find a motive where they used to find a text book. Moreover, the students will be placed in the atmosphere of actual teaching in full co-operation with the Physics Department. "Red-letter lessons will be both practiced and observed by the students. This will force them to lead, so to speak, a treble existence: that of a college student, that of a high school pupil, and that of a teacher.

Such is our purpose, our main problem, to which will be subordinated all other purposes, however interesting or useful in themselves.

The two sides of the problem, if correctly approached, will give ample opportunity to the initiative and originality of the students in organizing their own work.

The problem of teaching physics, if correctly solved, will put into their hands a powerful instrumentality for imparting to their own pupils "the methods of experimental inquiry and testing, which give intellectual integrity, sincerity and power in all fields of human activity"; it will moreover, enable them to arouse the somewhat slow enthusiasm of the high school pupil for this master science of our century.

108. Methods of Teaching Physics in Elementary and High Schools—
Two hours. First half quarter.

This course is intended for teachers of both Physics and General Science. Its main purpose is the organization of projects, experiments and "red letter" lessons in elementary physics.

109. Physics of Every Day Life—Either half or full quarter. Two hours credit for each half quarter.

This course is mostly practical. Experiments and projects will include photography, telephone, lighting and heating apparatus, electric and gas motors, wireless, etc.

111. Projects Based Upon the Study of the Automobile.—Two hours. Either half or full quarter.

This course, altho practical, will not enter into the narrow technicalities of a trade school course. The reason why this course is given lies not only in the importance acquired by the automobile in our every day life, but also in the multiplicity of physical principles involved in the gasoline engine, upon which many interesting experiments and projects can be organized. The laboratory is well equipped for this course.

201. The New Rays.—Two hours. Each half quarter.

This course will include the study of rays of the invisible spectrum, of cathode rays, X-rays, canal rays, as well as the study of radio activity of alpha, beta and gamma rays, etc. This course includes laboratory work.

121. Projects Based Upon the Study of Direct and Alternating Currents.—Two or four hours. Either half or full quarter.

This course will enable the prospective teacher not only to understand the working of electrical instruments and machinery, but to organize electrical experiments which will be most stimulating to the high school or college student. The course will be accompanied by problems, experiments and projects on D. C. and A. C. generators, motors, telephone, telegraph, wireless, etc.

202. The Evolution of Modern Physical Theories—Two or Four hours. Either half or full quarter.

This course will begin with the Newtonian concept of the universe and follow the evolution of theories of light, heat and electricity. It will include elements of the electro-magnetic theory of light, the electron theory and radioactivity as well as an outline of the theory of relativity.

203. Organization of Projects in High School Physics.—Two or Four hours. Either half or full quarter.

This course will be of special interest to high school teachers of Physics. Special courses on any phase of Physics may be given on demand, as the physics laboratory has been substantially enlarged, provided the number of students is not less than 6.

SOCIOLOGY

This department regularly offers a series of courses in Sociology, Anthropology and Economics. While designed primarily to meet the practical needs of elementary and high school teachers, supervisors, administrators and social workers, the courses are so arranged as to provide a special preparation for the teaching of the subjects named, and for a liberal training in the field of social thought. A full four-year course is offered.

As a knowledge of sociology is commonly regarded as a necessary

basis of educational theory and practice, courses specially adapted to supply such basis, and to render practical assistance to all grades of teachers, are given in the Summer Quarter. The specific courses offered for the quarter beginning June 12, 1923, are as follows:

1. **An Introduction to the Social Sciences**—Three hours. Full quarter.

A general conspectus of social evolution, with emphasis upon the origin and development of man, races, language and literature, the sciences, the arts, the state, government, religion, etc. Students are advised to take this course before taking any others in sociology.

3. **Educational Sociology**—Three hours. Either half. Required of all first year students.

This course presents the sociological conception of education with certain sociological principles and their application in education. Text and special readings.

105. **The Principles of Sociology**.—Four hours. Full quarter. Required of third year students.

This course is a study of the scope and history of sociology, sketches of the leading contributors to this science, and an exposition of its main principles as set forth systematically in a selected text. Lectures, readings, and reports.

130. **Social Psychology**—Two hours. Second half.

A study of suggestion and imitation, crowds, mobs, fads, fashion, crazes, boons, crises, conventionality, custom, conflict, public opinion, etc. Text, Ross' Social Psychology.

209. **Seminar in Sociology**.—Four hours. Full quarter.

Only graduate students or those capable of doing graduate work will be admitted to this course. The exact nature of the work will be determined after consultation with the class, but it will probably be a study of the means, methods and possibilities of the conscious improvement of society.

132. **The Family**.—Three hours. Full quarter.

A study of the conviction of the family with emphasis on the modern situation. Particular attention will be paid to the relationship of the family to education, industry and ethics.

110. **Economics**.—Three hours. Full quarter.

A course based on Seager's "Principles of Economics" and covering, in addition to the Principles of Economics, the subjects of the Industrial Revolution in England, the Industrial Expansion of the United States, Tariff, Monopolies, Railroads, Profit Sharing, Trusts, Taxation, the Labor Movement and Legislation, Social Insurance and Socialism.

THREE SPECIAL COURSES OF LECTURES

The college is making it possible this year for all students to avail themselves of the large opportunity to hear the eminent teachers and lecturers who are brought from other colleges, universities and vocations. All students may hear both courses of lectures without interfering with their regular programs of sixteen hours. One series of the open day lectures will be given at eleven o'clock and the other at twelve. Attendance at the day lectures is voluntary. Attendance at the evening general assembly of the College is required of all students.

CREDIT FOR THE GENERAL LECTURE COURSES

Credit for general lecture courses is not transferable to other colleges. There is no accurate or dependable way of knowing whether a student has attended with sufficient regularity or listened with the attention and profit that would warrant granting credit for such courses. Credit for lecture courses breaks up the student's regular sixteen-hour program. For these reasons and upon the request of many students the credit for such courses is discontinued.

The College Assembly and Evening Lectures:—For twelve years the college has maintained a general lecture course with a series of lectures by the most eminent teachers and lecturers obtainable. This annual series of lectures through these years has been the means, for thousands of progressive teachers of keeping in touch with the newest developments in the evolution of educational philosophy and practice, from year to year. Up to this year credit for attendance upon these lectures has been given. This is not customary in other colleges. The fact that we have done this rather unusual thing has led some colleges to the belief that Colorado Teachers College is not maintaining credit standards in other particulars. The college is now in every way upon a credit basis equal to that of any teachers' college, liberal arts college or university of the United States. Discontinuing credit for general lectures is the final step in reaching that level. Many students doubtless deserve credit for general lectures, but there is no way of measuring what students get from these lectures to determine who should and who should not have credit.

Attendance at the evening assembly of the college will, as in the past, be required of all students. This assembly and lecture course is the one means of developing and maintaining the enviable spirit and intellectual unity of the College and must not be sacrificed or abandoned. Students who neglect this opportunity of keeping in touch with educational progress find themselves out of sympathy with the aims and the life of the College. Unexcused absence from the evening assembly will be regarded as indicating a lack of interest in the purpose of the College and will justify withholding credit in the credit courses.

The lectures for 1923 are up to the high standard set for them in previous years. The lecturers are: Edward Howard Griggs, John W. Withers, Dallas Lore Sharp, Edward A. Steiner, Earl D. Bruner, Emanuel Sternheim, William Mather Lewis, Cora Wilson Stewart, John Adams (University of London), Thomas C. Trueblood, and others equally eminent.

The Open Lecture Courses:—The visiting eminent teachers and lecturers will conduct two open lecture courses on Mondays, Tuesdays,

Wednesdays and Thursdays of each week in Room 200 of the Administration Building. Each lecturer will speak to a select audience upon the topic of his special interest and will be able with the smaller audience interested in his particular subject to give more careful and scholarly attention to his theme than is possible with the larger audience of many and varied interests which will hear him at the evening general assembly. A student may attend all of the lectures of the whole series, or only those of the lecturer or lectures in whom he is especially interested. A student who has a class at eleven or twelve on certain days of the week may attend these open lectures on the days when the class does not meet, even if he has only one day per week open to attend the lecture course.



A guide to Greeley, showing the location of the streets and their relation to the College. Student securing rooms within the area shown will be within walking distance of the College

Colorado State Teachers College

GREELEY, COLORADO

SUMMER QUARTER, 1923

The Calendar

June 12, Tuesday—Registration Day for the Summer Quarter.

June 13, Wednesday—Classes begin.

A fee of two dollars is collected for late registration—after Tuesday, June 12.

July 18, Wednesday—The first half of the Summer Quarter closes.

Students, if possible, should enroll June 12 for the full quarter, but they have the privilege of enrolling for either half quarter independent of the other. Many courses run through the first half quarter only. Some run through the second half quarter only. Most of the courses, especially the required courses, must be taken throughout the whole quarter before any credit will be given.

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

July 19, Thursday—New enrollment for the second half quarter. Classes begin.

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

