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Hand Book
OF THE
Extension Service

GREELEY, COLORADO

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Important Notice

All correspondence should be addressed to
EXTENSION DEPARTMENT
COLORADO STATE TEACHERS COLLEGE
GREELEY, COLORADO

The Director of the Extension Service is frequently out of the city and mail addressed to him must wait for his return.

APPLICATION FOR CORRESPONDENCE STUDY

To the Director of Extension Service

Greeley, Colorado

Date.....

Name.....

Post Office Address.....

Present Occupation.....

High School Attendance:

School..... City..... State.....

School..... City..... State.....

I attended..... Years..... Months.....

I earned.....units.

I graduated in the month of..... Year.....

I can furnish certified credentials (answer yes or no).....

College Attendance:

School Attended..... Years..... Months.....

School Attended..... Years..... Months.....

School Attended..... Years..... Months.....

Graduated from..... Year..... Month.....

Can furnish certified credentials.....

Subject desired by correspondence.....

Be sure to give both name and catalog number.

Note One. Read carefully what this Hand Book has to say about limitations on extension study (see page 10). Students are held responsible for all statements of fact contained in said limitations. Note that no enrollment can be made without payment of fees.

Note Two. All persons who desire to take extension courses with Teachers College are required to matriculate with the College (this involves no additional fee), and to establish by means of certified credentials their educational status.

Note Three. Colorado Teachers College has provided for individuals with broken educational careers, and teachers who have not completed their High School work, high school extension courses. If interested write to the Extension Department of Colorado State Teachers College for High School Extension Bulletin.

Cut on this Line and Send in Application Sheet

EXTENSION DEPARTMENT

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Director of Extension Department

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FOREWORD

Colorado Teachers Have a Professional Attitude

Last year, 1921-22, two thousand teachers enrolled in extension courses with Colorado State Teachers College. This number was greatly augmented by similar enrollments in other educational institutions in the state.

This truly remarkable enrollment constitutes a splendid tribute to the professional attitude of the teaching corps of Colorado.

It proves conclusively that the teachers of the state are awake, alive to their opportunities, and conscious of the sacred obligation of growth.

They want to be abreast of the times, to increase their skill, to enlarge their power of service, and they find in extension courses the means of accomplishing all of these most worthy ends.

The Meaning of the Term "Extension Course"

At first the term "extension course" signified that a given college prepared and sent out to students not resident in the town where the school was located certain desired courses of study. It was at first conceived to be a service by the college to those without the pale.

Those engaged in the service soon realized that the original conception was both narrow and false. They perceived that the college belongs to all the people of the state. The humblest citizen has a vital share in it and as part owner has a right to its privileges.

This thought brought with it a new sense of responsibility, a feeling that the college was in honor bound to minister to the educational needs of all the citizens of the commonwealth who desire to avail themselves of its advantages. The "extension course" ceased to be a courtesy and became a duty.

Extension service comes in this way to mean, in its wider significance, that the group of students who fill college halls and class-rooms are but a part of its clientele. There is a larger body of earnest men and women who, also, "covet learning's prize" and would vain "climb the heights and take it" though they must use a path more rugged. It means, also, by reason of the fact that it takes more courage of heart and power of will to succeed in this way than by the more direct method, that the extension group is worthy of all honor and consideration.

It means in final analysis that a college is something more than walls and tower and building site, and that its influence should reach everywhere and be everywhere for good.

Growth of Extension Service

Coincident with this new and more wholesome attitude on the part of college faculties toward their extension service, there has arisen in the minds of thousands of aspiring and energetic individuals the clear realization that extension courses do afford a sane and practical method of professional advancement.

No phase of educational progress has been more marked in recent years than the rapid growth of extension departments, with the possible exception of the development of summer schools.

From a few isolated cases of persons connected with colleges twenty years ago in the capacity of extension students, the situation has changed to such an extent that today many of the most eminent colleges have more non-resident students than resident. There has been a corresponding advance in the quality of those taking extension work and the excellence of the courses offered.

The Significance of Preparedness

Success is always measured in terms of preparation. There are always ready places for ready men. The individual who would make the most of his native gifts is not under the necessity of creating opportunities, but merely the obligation of being tremendously prepared for opportunities when they come.

Every great life bears conclusive and irrevocable evidence of this truth. Preparation, therefore, becomes the best of all investments and the surest guarantee of a useful and happy career.

The lawyer who knows the law does not lack clients. The physician who has mastered the science of medicine is not without patients, and the teacher who can direct life into sane and healthful channels, develop in her students thought power, and lay the foundations of character is needed to the ends of the earth.

Denver Leads the Way

Under the leadership of Superintendent Jesse Newlon, the City of Denver has decided to make compensation depend upon preparation. This action has attracted attention throughout the country. Everywhere it is regarded as profoundly significant, and in the opinion of many it is the most important forward step taken in America in recent years.

It cannot fail to place a new emphasis upon the dignity and importance of teaching and to bring in touch with child-life more highly trained types of personality.

It will attract to our schools talented individuals who were wont to enter other professions in the past, and it will cause those who are now teaching to seek the most complete development of their natural gifts. Both of these processes will bring untold blessings to the civilization of tomorrow.

A Criterion that is Just

Some gifts the individual owes to heredity, and some to the spirit of effort that wells up in human hearts. Training belongs to the latter group.

To measure teachers by charms of personality that may not be acquired—beauty of feature and grace of form, in so far as these are beyond the reach of human endeavor—would be to make life's noblest compensations the reward of birth and leave many an earnest aspiring soul devoid of the opportunity for helpful service. To place the major emphasis, however, upon training makes effort the keynote of reward and puts the talisman of success in a field where all may strive.

The Teacher Who Aspires Can Prepare.

The standard colleges of America now offer practically all of their courses in the summer when the public schools are not in session, and most of them can be pursued by extension during the winter months. Faculty members go directly from all the leading institutions of higher learning to the larger centers of population and thus make available to teachers the most valuable and important courses offered in said institutions.

The Teacher Who is Willing to Work is Surrounded by a Flood of Opportunity. Courses in Education, Educational Psychology, Educational Sociology, Educational Biology—the four subjects that develop the modern point of view in education—are listed in profusion in the pages which follow. These are supplemented by content courses in Literature, History, Science, Mathematics, Music and Art, that bestow culture and go far toward the development of true personality. To this imposing list is added method courses that are intended to give mastery in the technique of teaching, and vocational courses that correlate the school and the home with the responsibilities which life is to impose.

The teacher who appreciates the dignity and importance of teaching finds in extension courses the means of gaining professional prestige—the child has a right to the trained teacher and superintendents and boards of education are constantly looking for them; increased power of service—to serve one must be himself endowed with the things which humanity needs, and these are acquired only through study; and the happiness that comes only through growth.

Mr. John Dewey in his little volume on "Interest and Effort in Education" has rendered an inestimable service to the cause of education in making a sharp distinction between that false pleasure that comes through placid receptivity—seeing, hearing, tasting, and touching things, which all too often means deterioration—and that noble happiness that comes through "mastery, achievement and getting ahead." If this philosophy could only be read and understood by all teachers, then, the realization of the joy of growth would impel all and there would be no need for any other incentive for self improvement.

A Stepping Stone and a Stumbling Block

The claim has been made in behalf of extension courses that they have been instrumental in securing promotion for many of the most gifted and useful citizens of America. This claim has real merit. It means that individuals who aspire to improve their condition and are willing to do their very best to realize this hope—those who have the vision to dream and the force of character to put forth the effort essential to make their dreams realities—find in extension courses stepping stones to success.

It would be just as true, however, to say that the extension course is a stumbling block to the lazy and indifferent. The self-satisfied individual, the person without ambition, strength of will and power to work when left to his own resources, never succeeds with extension courses. To him the path of least resistance, which is always downward, proves irresistible. He is idle because no one is present to compel action. He waits and delays action indefinitely for the simple reason that the time limitations are not fixed and definite. He is lost because he cannot successfully direct his own life and energy.

Before undertaking extension work the student should candidly take an inventory of his own physical, mental and moral resources. If he possesses aspiration, energy, self-control and that "divine discontent" which is the beginning of all achievement, he will find the extension course a blessing and a source of increased wisdom and power.

If, on the other hand, he has no serious thought of promotion, if pleasure is more alluring than study, and he has the habit of dissipating his leisure time, he had best save the postage, for extension work will prove only a stumbling block and vexation of spirit to him.

Improvement in Procedure

With growth in numbers, there has come improvement in procedure. Experience has taught the better way. The Extension Department has earnestly endeavored to profit by early mistakes and to work out the most practical and helpful way of conducting its courses.

Two Distinct Types

There are two distinct ways in which extension work can be carried on. One is known as the **group plan**, and the other as the **individual plan**.

The former is intended to meet the needs of teachers who can gather in sufficient numbers to justify (twenty is the minimum number in all cases where a college faculty member does the teaching) the organization of a class and the selection of an instructor.

The latter is planned for persons who are too far removed from the larger centers of population to make a cooperative scheme feasible.

Details Relative to the Group Plan

The University of Colorado, the University of Denver and Teachers College have agreed upon the following conditions for granting credit:

1. Standards—The standard of the work done shall be of such type as to be acceptable for regular undergraduate credit at each of the above mentioned institutions.

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

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

4. Fees—The fees shall be \$8.00 per student per class yielding 3 quarter hours' credit.

The Nature of Individual Extension Courses

Each Extension Course consists of (1) a set of "study units" containing questions such as might be asked in class, assignments such as might be made in residence study, and explanatory sections corresponding to the explanations which instructors often make in class. (2) a "materials sheet" which informs the student fully in regard to all the books and other materials needed for the course, with what study units each book will be needed, what material the College Library will provide, and so on; and (3) a sheet of "general directions" for preparing recitation papers.

How Individual Extension Courses are Conducted

The Extension Department sends the student the first four study units of the course he has chosen and the material sheet and book list. He studies the books as directed and works out his first recitation paper—covering the work outlined in the first study unit. **HE MAILS THIS TO THE EXTENSION DEPARTMENT AS SOON AS IT IS FINISHED—AND WAITS FOR ITS RETURN BEFORE SENDING IN HIS SECOND RECITATION PAPER, SO THAT HE MAY HAVE THE ADVANTAGE OF THE TEACHERS' SUGGESTIONS.** The date on which the paper is received in the Extension Department is recorded on the student's enrollment card and stamped on the back of the study unit, which is then passed without delay to the instructor in charge. When the instructor has read, commented on, and graded the paper he returns it to the Extension Department, where the date of its return and the grade given it are recorded on the enrollment card. The first recitation paper is then returned to the student with the **fifth study unit**, after which the student may mail to the Extension Department his second recitation paper **together with any additions required by the instructor to his first recitation paper.** The second paper passes through the same process and is mailed back to the student with the **sixth study unit**, and so on till the course is completed.

How Manuscripts are to be Prepared

1. Each recitation paper must show clearly on the first page the following information.
 - a. The Student's Name and Address.
 - b. The Name and Number of the Course.
 - c. The Number of the Study Unit.
2. Use clean letter-size paper. Remember that the character of the teacher is often judged by the care with which she prepares manuscripts. **It pays to be neat.**
3. Leave a margin one inch wide on left hand side of each sheet for the criticisms and suggestions of the instructor.
4. Always copy the number of the item or question or assignment with your answer; i. e., let your answer bear the same number as the question you are answering.
5. The student is expected to answer every question asked, or else when it is not possible to work out a fairly satisfactory answer independently, to ask questions of the instructor. The instructor expects to do as much teaching as the course requires.
6. Similarly the student is expected to work out all assignments (such as "list the factors—," or "Illustrate—," etc.) with deliberate care, or else to ask questions of the instructor.

Information Relative to Books

The plan of furnishing books has been tried in many places and invariably it has proved a failure. It is workable as long as both courses and enrollments are few in numbers. With a large enrollment, the difficulties prove insuperable.

The Department is anxious to assist teachers in every way possible to secure books promptly and at minimum cost. To this end a list of the books needed in the Extension Courses is being prepared for the college book room, with the re-

quest that these books be kept in stock and sold to teachers at a price as near cost as is practical in view of necessary expenses in handling the books.

When this list is complete and the books are in stock a rubber stamp used on the material sheet will indicate the fact that a book can be purchased from the college book store. Until such notice is given, teachers will save time by ordering direct from the publishers. In the larger cities, teachers are able to secure many of the books needed directly from the Public Library.

The Question of Cost

A course for which four quarter hours' credit is granted costs eight (8) dollars; i. e., two dollars per quarter hour. Since a course of this type consists of twelve study units, it follows that the College receives fifty cents for the preparation (original) and grading of each study unit. This is, in the judgment of the Department, fair both to the instructor and the individual taking the work. A recent survey shows that this is less than the average cost of the service as shown by the bulletins of the standard educational institutions in the country. The instructor receives 75% of the money paid for any given course.

In the past, forty (40) cents additional has been charged for postage. This has proved to be inadequate for the purpose. The new rate, beginning with the publication of this bulletin, is eighty (80) cents. The entire cost of a four hours' course is, therefore, eight (8) dollars and eighty (80) cents.

Limitations on Extension Study

ALL EXTENSION STUDENTS ARE HELD RESPONSIBLE FOR ALL FACTS STATED IN THE FOLLOWING RESTRICTIVE PARAGRAPHS

1. No diploma or degree can be earned wholly by extension study. Three full quarters of residence work must be done by all who graduate from the Junior College; graduation from the Senior College requires at least two additional quarters of residence work; and graduation from the Graduate School requires three additional quarters of residence study. Group study done with members of the College Faculty may be counted to the extent of one quarter's residence work in the Junior College, and one in the Senior College.

2. Students in residence are not permitted to do correspondence work except as a means of completing a course which has been begun at least three months before the residence enrollment was made. In such cases the residence work must be correspondingly restricted and written permission of the Dean of the College must be presented to the Director of the Extension Department.

3. Not more than one-third as much work can be taken in any given school year by extension as in residence. The standard amount of residence work in any year at Colorado Teachers College is 48 quarter hours. Sixteen quarter hours is therefore the maximum amount of extension work allowed in any given school year. An additional 4 quarter hours may be taken in the summer quarter, provided the individual is not a residence student. Any group work must be included in the 16-hour limitation.

4. All extension courses must be completed within six months from the date of enrollment. For sufficient reasons an extension of three months may be granted by the Director of the Extension Department, upon the request of the student.

5. No enrollment can be made until the necessary fees have been paid. Note that the fees are \$2.00 per quarter hour, plus 20 cents per quarter hour for postage.

6. No enrollment can be made in any given course until the Instructor shall have prepared and presented to the Extension Department the study units required for the given course.

7. Only persons eligible to College entrance may enroll and study for College credit the credit courses described in this Bulletin and such other credit courses as are offered under the group plan.

8. All students enrolling in the Extension Department, except those who have previously enrolled in Teachers College, must fill out a matriculation blank which will be furnished by the department, giving evidence that by training and experience they are prepared to do work of College grade.

9. In all cases the detailed instructions relative to **method of study and preparation of manuscripts** as outlined in the Hand Book of the Extension Department must be **strictly adhered to**.

10. Conference and seminar courses in residence are not given under direction of the Extension Department.

11. Courses begun in residence cannot be completed in non-residence and courses begun in non-residence cannot be completed in residence. The two types of work are entirely distinct.

12. It is the prerogative of any instructor to ask any student to drop a course for which the student is clearly not prepared.

13. The College provides in connection with the State High School of Industrial Arts, the High School department of State Teachers College, extension courses for individuals, especially teachers, who have not been able to complete their High School work and as a consequence are not eligible to regular College extension courses. A Bulletin will be forwarded upon request.

14. Students finishing graduation requirements by extension work must give one month's notice to the Dean of the College of their expectation of graduation.

15. Money will not be refunded for courses after the first three recitation papers have been read and graded by the instructor; or in any event after the expiration of six months from the date of enrollment.

THE DEPARTMENTS

OUTLINE OF COURSES OF STUDY

Psychology and Child Study

JACOB DANIEL HEILMAN, Ph.D.

The general purpose of the courses in psychology is to improve the student's ability to care for, train, and educate the child by means of studying the child's nature, normal development, and modes of learning.

1. Child Hygiene—First year. Four hours.

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; and (b) to discuss the causes of defects, the methods of preventing them and of detecting them, and the measures required for effective amelioration or cure.

The following topics will be treated: Educational and economic values of health; the need for 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.

2a. Educational Psychology—Second year. Three hours (required of all students).

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.

108. Educational Tests and Measurements—Required in the fourth year. Four hours.

Chief Purpose 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 and (c) to point out their educational significance in all of its phases.

Topics Treated—Tests and standards of reading, writing, spelling, arithmetic, geography and of all the other elementary school subjects.

110. General Psychology—Four hours.

Purposes of the Course—(a) to make the student acquainted with psychological theories and concepts; (b) to discuss the nature of mental processes; (c) to show what relations they bear to each other, to the nervous system, to the stimulus of the external world and to the various forms of physical behavior.

Topics—Those which are listed in the text books on general psychology such as the nervous system and its functions, sensations and images, attention, perception, memory, reasoning, instinct, feeling, emotion and volition.

Education

GEORGE W. FRASIER, Ph.D.

FRANK L. WRIGHT, A.M.

W. D. ARMENTROUT, A.M.

MARK BURROWS, A.B.

GRACE H. WILSON, A.B.

The work of this department, although having to do primarily with fundamental theory underlying the educative process, shows also how such theory is of practical value to the teacher. The teacher needs a theoretical background for her work and a broad acquaintance with all fields of educational activity. The purpose of the courses offered is to meet these needs.

COURSES PRIMARILY JUNIOR COLLEGE**8. Educational Values—Three hours. Mr. Wright.**

The purpose of this course is to give the student a critical attitude in regard to the educational value of the various subjects of the curriculum.

The first part of the course will be an enumeration of the aims of education, and the subjects in the curriculum by the study of which these aims or ends are realized. In the next few lessons the student will be expected to study the theory of educational value as set forth by Bagley in his "Educational Values".

The last part of the course will be given to a practical consideration of educational values. The student will make a detailed study of text books in at least two fields, one of which may be a high school subject. If the student prefers to make both studies of high schools texts, he should communicate with the instructor in charge. These texts are to be studied from the standpoint of the relative value of (a) method of presentation of material, (b) order and sequence of the various topics, and (c) topics or parts of the text which should be eliminated entirely because of lack of evidence of their being of educational value.

A thesis on the relative value of the method of presentation of some subject as it was presented to the student, and as it is being presented in up-to-date schools, at present, will also be expected.

This is a practical course for any teacher, as he will be made to criticize the material he presents and will perhaps be led to eliminate certain topics he now teaches.

10. The Elementary School Curriculum—Three hours. Required of all students, second year. Dr. Frasier.

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

12. Current Movements in Social Education—Three hours. Dr. Frasier.

The purpose of this course and of 13 is to acquaint the student with some of the more recent movements in the field of education. This course will include a discussion of such subjects as the following: The school as a social center; open-air schools; school credit for industrial work in the home; and other subjects of current interest.

13. Current Movements in Social Education—Three hours. Dr. Frasier.

This course is in no way dependent upon Education 12. Either course may be taken without the other. It will include a discussion of vocational education, the school survey, the Junior High School, supervised study, the project method, and other subjects of current interest.

15. Vocational Guidance—Three hours. Dr. Frasier.

This course will deal with the place of vocational guidance in public school systems. Among other subjects it will treat of the need and value of the study of occupations, vocational analysis, opportunities for vocational education, opportunities for employment, the work of placement and vocational bureaus and various guidance agencies in this and other countries.

24. School Administration—Three hours. Mr. Wright.

This course deals more particularly with school and class management as it relates to the teacher and the school principal. A part of the course is given to the study of co-operation between teacher and principal in instruction, discipline, etc. There will be some time given also to a study of the recent school legislation in Colorado.

Other topics arising in the course are:

- (a) Some errors the new teacher often makes and some things she ought to know.
- (b) Nature, kinds, and development of conduct.
- (c) Teaching children to think.
- (d) Teaching children to execute.
- (e) School room government; fair play in the school room.

This is a good course for any teacher in the field who has not had courses in education. It is particularly good for the teacher of little or no experience.

25. Administration of Rural and Village Schools—Three hours. Mr. Burrows.

This course is a study of the history of rural school organization and administration in our country from primitive local needs to the present time. It aims to meet the needs of county superintendents, rural supervisors, and others interested in special problems of country life. It will include studies and special researches in the various phases of reconstruction and enrichment of rural education, and a discussion of forward movements in legislation as they affect the education of rural children.

26. County School Methods—Three hours. Mr. Burrows.

Most of the methods found in books on teaching have been worked out for graded schools, but it is also true that most teachers are destined to begin their professional careers in country schools where conditions are different. The application of methods to a rural school, the organization of material, class-room management, and effective presentation will receive special emphasis. This course will aim to discover points of difference between the graded and ungraded school in respect to the utility of pertinent methods used in teaching the various branches of study in a rural and village school.

32. The History of Education in Ancient, Medieval and Renaissance Times—Three hours. Mr. Wright.

A general survey of the history of education up to and including the Renaissance will be made in this course, with special emphasis upon the Greek, the Roman, and the Renaissance periods. An effort will be made to show the influence of the various movements in these periods upon the education of our own times.

The course is especially beneficial to one majoring or especially interested in history.

33. History of Modern Elementary Education—Three hours. Mr. Wright.

Students who have not had Education 32 or its equivalent will be expected, in the first few lessons, to review the features of the Renaissance which influence materially the men and movements of modern education. While the entire field of modern education will be covered to a certain extent, the main part of the course will be devoted to the study of modern elementary education. Such subjects as the development of the vernacular schools, the early religious basis of elementary schools, and the transition to a secular basis, together with the work of such men as Comenius, Locke, Rousseau, Pestalozzi, Herbart and Froebel, will be emphasized.

38. Vocations for Women—Two hours. Miss Wilson.

A course designed for the study of vocations open to women, with the idea of preparing the teacher to guide her students in the choice of their life work. The course consists of a study of women in industry, agriculture, commercial work, the professions, such as nursing, library work, and medicine.

Courses Primarily Senior College

111. Principles of Education—Required fourth year. Four hours. Mr. Wright.

This course is designed to set forth the theory of aims, values, and meaning of education; the place of a scientific basis in education; the relation of schools to other educational institutions; the social limitations upon the work of the schools; the types of schools necessary to meet the needs of society; and the processes of learning and teaching.

113. Organization and Administration of the Junior High School—Three hours. Required of Grammar Grade Majors and in the Supervisor's Course. Mr. Wright or Mr. Armentrout.

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

116. The High School Curriculum—Four hours. Mr. Wright.

In this course an opportunity will be given to study the curricula of various high schools of this and other states. The student will be expected to study the schools the study of which will be most beneficial as a preparation for his own work. After a careful consideration of education values and the needs of typical communities, a program of studies and curricula will be outlined for some community, rural, village or city, utilizing the principles determined upon earlier in the course. This program of studies will include the work for both the junior and the senior high school.

120. High School Administration—Four hours. Mr. Wright.

This course will deal with the organization, management, and administration of the high school, a critical examination of one or more typical high schools, emphasizing courses, programs of study, daily schedule of classes, records and reports, equipment, training, qualification, and work of the teachers and other similar matters of high school administration. The student will be allowed to select topics in which he is especially interested, for study and research, under the direction of the instructor.

123. Elementary School Supervision—Four hours. Mr. Armentrout.

This is a course for principals, supervisors and superintendents. It is based upon the following factors: (1) Measuring the worth of teachers. (2) The values and relations of elementary school subjects. (3) The use and misuse of devices, interests, etc., by teachers. (4) Some results to be expected of teachers in the elementary schools. (5) Standards for judging class-room instruction. (6) The problems of training teachers during service.

130. Rural Education—Three hours. Mr. Burrows.

A course intended, primarily, to give a comprehensive grasp of American rural history, and a brief study of the rural educational systems of this and other countries. After the problem is considered in its historical and sociological aspects resulting from a long national evolution, the present as well as the best type of rural school will be studied as a factor in preparing for an efficient citizenship. The fundamental needs in rural education, the recent rural life movement, the redirection of the schools, its legitimate functions and revitalizing agencies will be correlated with existing conditions in Colorado and the West and with the social and historical development of the country.

134. American Education—Four hours. Mr. Wright.

A brief survey of conditions existing in Europe at the time of the settlement of the American Colonies will be considered with a view to explaining the various types of education found in Colonial times. A study will also be made of the growth of the public school idea, the spread of education from the East to the West, and the development of state control of education.

Other topics of American education emphasized in the course are:

- (1) National land and money grants to education.
- (2) Higher and professional education.
- (3) Higher education of women.
- (4) Normal schools and the training of teachers.
- (5) Education of defectives.
- (6) The growth of the kindergarten idea.
- (7) Modern movements in American Education.

These topics will be considered briefly historically, but more emphasis will be placed upon present-day tendencies in each of these lines.

The student will also select a topic from a list of some twenty subjects, on which he will write a thesis of from two to five thousand words. Among the topics are the following: (1) "Indian Education," (2) "Negro Education," (3) "Education of the Foreigner," (4) "The General Education Board," (5) "The Smithsonian Institution," (6) "The Carnegie Foundation for the Advancement of Teachers," (7) "Work of the Bureau of Education," and (8) "Modern Movements in Education."

This course is appropriate for principals and superintendents who are anxious to learn of progressive features in American Education.

135. Educational Classics—Four hours. Mr. Wright.

The purpose of this course is to study the various educational classics (a) as interpretations and criticisms of the educational practices of the various periods of history represented by them; (b) as to their influence upon the period and writers directly following; and (c) as presentations of theories and practices of present-day education.

Some of the classics to be studied are:

Plato's "Republic."
 Quintillian's "Institute of Oratory."
 Comenius' "The Great Didactic."
 Rousseau's "Emile."
 Locke's "Thoughts Concerning Education."
 Pestalozzi's "Leonard and Gertude."
 Spencer's "Education."

The latter part of the course will be given to a careful study of (a) what constitutes an educational classic, and (b) what twentieth century treatises on education are probably destined to become classics.

The course would probably appeal most to mature students in the Senior College or to mature second year people. It is recommended to English majors.

142. Educational Administration—Three hours. Mr. Wright.

In the first part of this course, the student will be given a general idea of the field of school administration by the study of Cubberley's "Public School Administration." Then he may, if he desires, select certain lines of school administration in which he is interested, for study and research. He may make a critical examination of his own city or village system; make a survey of conditions as they exist in his own state or county in organization, powers and duties of the Board of Education; also the qualifications, powers, duties, and opportunities of the superintendent and the principal.

Superintendents and principals will find this course helpful in the administration and critical examination of their own schools.

143. The Federal Government in Education—Four hours. Dr. Frasier.

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

147. Educational Surveys, a Preliminary Study—Four hours. Not ready until winter quarter. Mr. Wright.

Open to students of Junior College upon permission of the instructor. There are conditions, both good and bad, in every school system which can and should be revealed by a survey, conducted by the administrative authorities in charge of each school system, aided by expert advice from outside the system. The Teachers College is under obligation to furnish this expert assistance. To this end a Survey Committee has been appointed and is ready to render service to any school community in Colorado. The Survey Committee is of the opinion that wherever the administrative authorities in any school community wish to undertake a co-operative survey of their schools a preliminary study of the underlying principles of educational and mental measurements together with a study of social problems, especially as these are related to educational problems, should be made by the teachers and those responsible for the work of the Public Schools in that community. This course is intended to give opportunity for such study. It may be given on the individual plan or by a member of the faculty of the College, or by the superintendent of schools in co-operation with the College. The results of the course should be that all who take it will have a fair grasp of the underlying principles of the subjects treated and some should become fairly proficient in giving the tests and making the observations and calculations involved in educational surveys.

Courses Primarily Graduate College

217. Vocational Education—Three hours. Mr. Hadden.

This course has for its purpose the interpretation of the subject from the artistic, industrial, and commercial standpoints.

223. Research in Education—Dr. Frasier.

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. Credit hours will be given in accordance with the amount of work done. A suggestive list of subjects follows: Federal aid to education; state aid to special types of education; vocational guidance; the continuation of the education of the adult; methods of school support; student government; vocational education for women; distribution of school funds; social needs of the child and the adolescent in education; differentiated programs of study for older children in elementary schools; certification of teachers; the Junior High School; the after-training of teachers; measurements of results in education.

228. Comparative School Systems—Four hours. Mr. Wright.

In this course one makes a rather comprehensive study of the school systems of England, France, and Germany, comparing each with the other and finally emphasizing the points to be found in each system which seem especially applicable to our own American system. Other countries which excel in any particular line are studied from that particular standpoint. For instance, Denmark is studied because of its recognized standing in rural education.

Early in the course, a number of thesis topics like the following will be presented, from which the student may select for the purpose of making comparisons of the various countries.

1. Compare the curricula for the secondary schools of the various countries.
2. Compare the countries as to teachers' preparation, term of office, salary, interest in their work, etc.
3. Compare the countries as to emphasis placed upon physical education.

In the last part of the course, a study of modern movements in Education in the various countries will be made.

This course is more easily taken by students who have access to some library facilities.

229. Current Educational Thought—Four hours. Dr. Frasier

This course will consist of reviews and discussions of recent books in the various fields of education.

Note—Students wishing suggestions in regard to research study upon any educational problem are invited to consult with the College.

Elementary Education and Teaching

W. D. ARMENTROUT, A.M., Director of the Training School
 GENEVIEVE L. LYFORD, B.S.
 LOUISE W. PUTZKE
 MRS. BELLA B. SIBLEY, A.B.
 HELEN C. DAVIS, A.B. & A.M.
 ELIZABETH HAYS KENDEL, A.B.
 MISS BERNICE ORNDORFF, B.S.
 MISS HULDA DILLING, B.E.

This department aims to give practical courses to teachers in the field, in order to increase their efficiency in teaching. We connect theory with practice. Too often the theory does not seem to be practical because the teacher does not understand how to put her theory into practice. In the following non-resident courses we aim to bring the teacher in contact with our elementary training and demonstration school as well as with the best elementary school practice in the United States and Europe.

3a. Primary Methods—Four hours.

This course will be valuable to both beginning and experienced teachers of primary grades. It will include a resume of methods and material for all subjects, giving the viewpoint of some of the best authorities. The value of the Montessori system in primary grades will be discussed. The play life of the child, story telling, the study of poems and nature study will receive special consideration. If the student is teaching we shall expect her to try some of these methods and report the result. A daily program and a brief course of study for any one of the primary grades, with reasons for the selection of subjects and arrangement of material, will be required. This should be based on information acquired in this course.

3b. Primary Methods—Four hours. Mrs. Sibley.

This course is based on the needs of the child between the ages of 7 and 8 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.

51. Story Telling in the Grades—Three hours. Miss Lyford.

The following subjects will be considered in this course: 1. Why we tell stories. 2. The technique of story telling. 3. Adaptation of stories. 4. Fairy tales and folk tales. 5. Animal stories. 6. Nature stories. 7. Mother stories. 8. Stories of legendary heroes. 9. Stories of historical heroes. 10. Stories adopted from standard literature. 11. Holiday stories. 12. Humorous stories. 13. Ethical stories. 14. Biblical stories.

53. Plays and Games for Kindergarten and Primary Children—Three hours. Miss Lyford.

A study of the different theories of play, and the psychology of children's play, the development of games, different types of games, the value of play, characteristics of games for children of different ages, original games based upon rhymes and activities, simple rhythms and methods of presentation.

152. Play Life of Children as a Basis for Education in the Kindergarten—Three hours. Miss Lyford.

The meaning of educational play and its significance in the mental and moral development of the children of the kindergarten and primary grades, the growth of the new conception of play and its influence upon the work in the kindergarten and primary grades. The difference between illustrative and purposive work for children. Means of establishing a closer relation between kindergarten and primary.

123. General Principles and Methods of Teaching in Elementary Schools—Mr. Armentrout.

The following problems will be discussed in this course: Aims and Purposes of Elementary School Teaching, Selection and Organization of Subject Matter; Types of Teaching, drill project and socialized recitation; Fundamental Laws of Learning; The Problem of Individual Differences; Testing the Results of Teaching.

Biological Sciences

F. C. JEAN, A.B., A.M.

Biology 2a—Four hours. Prof. Jean.

This course may be substituted for Biology 2, which is required in the Junior College. It is a study of some of the fundamental facts and laws of Biology that may be valuable in teaching. It forms a basis for the intelligent study of other educational subjects. It considers the Evolution doctrine, cell life, problems of fertilization, maturation, and embryology, Mendel's Law, formation and organization of tissues.

COURSES PRIMARILY SENIOR AND GRADUATE COLLEGE**Biotics 102. Heredity (and its application to man)—Four hours. Prof. Jean.**

Course to be ready Jan. 1, 1923.

In these times when science is doing so much for the improvement of the world, man has come to the point where he is beginning to make a study of himself. Former studies in heredity were for the most part on animals and did not prove adequate.

Physical Sciences

DAVID L. ZYVE, A. B., M.S.

There is little doubt that, with the growing importance of modern industrial methods applied even in smaller communities and the increasing number of machines used in homes, the role of Physical Sciences will be given a thorough consideration in the modern public school.

It is, besides, a self-evident necessity for every individual of culture to know at least the general laws of natural phenomena, the ignorance of which was the primary cause of so many superstitions.

The Extension Department, therefore, deems it necessary to include a few of these courses in its program. An extension course in Physics, however, is greatly handicapped by the student's lack of laboratory equipment and his inability to get into direct touch with the experimental side of the study of physical laws and theories. For this reason, it seems desirable to limit the courses in the physical sciences to those only for which adequate and inexpensive laboratory equipment can be easily secured by the student.

The following courses are intended for both General Science and Physics teachers:

1. Physics of the Automobile—Four hours. Prof. Zyve.

This course although 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.

2. Household Physics—Four hours. Prof. Zyve.

Physical principles applied to the needs of the household or to the life of the community at large will be emphasized in a series of topics and experiments taken from the immediate environment. The course will include photography, telephony, heating and lighting apparatus, etc.

19. Physics of Every Day Life—Four hours. Prof. Zyve.

This course is the development of the course No. 2 and will be based upon an adequate knowledge of High School Physics. It will include the study of D. C. and A. C. motors, gas engines, wireless, etc.

107. The History of Epoch-making Discoveries in Physics.—Two hours.

Prerequisite: one year of College Physics. (For description see C. T. C. bulletin 1922-23, page 80, No. 9.)

Chemistry

W. G. BOWERS, B.Sc., A.M., Ph.D.

The following courses in Chemistry are intended to give the teacher and prospective teacher a better appreciation of this subject. The great world war has demonstrated in a very forceful manner the woeful lack of development of industrial chemistry in our own country. The realization of our utter dependence on European countries for many of the chemical necessities has given a great impetus to the manufacturing end of chemistry and to individual research and study. With our wonderful natural resources as a basis, and the lessons of the world's war as a strong stimulus, we are looking into the future of a great chemical awakening in this country.

3. Chemistry of the Common Metals—(Junior or Senior College). Three hours. Dr. Bowers. Prerequisite, Chem. 1, and Chem. 2.

8. Household Chemistry—(Junior or Senior College). Three hours. Dr. Bowers. Prerequisite, Chem. 1, and Chem. 2.

11. History of Chemistry—(Junior or Senior College). Three hours. Dr. Bowers. Prerequisite, Chem. 1, and Chem. 2.

108. Organic Chemistry—(Junior or Senior College). Three hours. Dr. Bowers. Prerequisite, Chem. 1, 2, and 3.

This course is a study of the methods of preparation and of the properties of the aliphatic series.

109. Organic Chemistry—(Junior or Senior College). Three hours. Dr. Bowers. Prerequisite, Chem. 1, 2, 3, and 108.

This course is a study of the methods of preparation and of the properties of the aromatic series.

Food Chemistry and Food Values—(Junior or Senior College). Three hours. Dr. Bowers. Prerequisite, Chem. 1, and 2.

This course takes up a study of the essentials of food, and digestion, absorption, and assimilation.

221. Advanced Inorganic Chemistry—(Senior or Graduate College). Six hours. Dr. Bowers. Prerequisite, Chem. 1, 2, 3, 108, and 110.

223. Chemistry as Applied to Problems of Civilization—(Senior or Graduate College). Three hours. Prerequisite, Chem. 1, 2, 3, 108, 110.

Note—Teachers of Chemistry are invited to make suggestions in regard to courses which should be offered in Extension, and information in regard to the peculiar difficulties met in the teaching of Chemistry will be gratefully received.

Geology and Geography

GEORGE A. BARKER, M.S.

The courses offered in non-resident work are in phases of the subject where laboratory and field work are not stressed. It is very difficult to do satisfactory work in a subject like mineralogy by non-resident work.

Physical Geography—Four hours.

A course taking up the land form and climatic sides of the subject. Suggestions as to field and map work are included in this course. A course for students that have not had it in high school.

3. Climatology—Four hours.

A course taking up the principal factors controlling the atmosphere, as well as the effect of these in marking out on the earth's surface definite climatic provinces. An elementary course for those who have had little climatic work.

5. Geography of Europe—Four hours.

The interaction of environment and race upon the development of the present European Nations. A course for teachers in service. Presupposes a knowledge of North American geography.

22. Life Geography—Four hours.

The distribution of plants and animals emphasizing the main climatic and geologic controls of such distribution. An advanced course based on some knowledge of climatology.

113. Mathematical Geography—Four hours.

Covers subjects like earth as a sphere, tides, calendar.

Mathematics

GEORGE WILLIAM FINLEY, M.S.

Courses in mathematics are especially well suited to non-resident work by reason of their definiteness. The texts used in this work have been selected with special reference to their clearness of statement and logical arrangement of material. Anyone who has had the preparatory work may take up the courses outlined here with ease and profit.

All five-hour courses in mathematics change to four-hour basis June 1, 1921.

COURSES PRIMARILY JUNIOR COLLEGE

1a. Solid Geometry—Four hours. Mr. Finley.

This course is designed to meet the needs of that large group of students who completed their plane geometry in high school, but did not take up solid geometry. A careful study of the main propositions and the solution of many of the originals is required.

2 and 3. Trigonometry—Five hours. Mr. Finley.

Anyone who has had at least one year of elementary algebra and a course in plane geometry is prepared to take up trigonometry. The course covers the solution of the right triangle, the development of general formulas, and the solution of the oblique triangle. Many problems of a practical nature are included in the work.

5. College Algebra—Four hours. Mr. Finley.

Anyone who has had at least one year of elementary algebra should be able to carry this work with ease. It takes up first a rapid review, with special attention given to the principles involved and continues with a study of functions and their graphs, quadratic equations, inequalities, and complex numbers.

6. College Algebra—Four hours. Mr. Finley.

A continuation of course 1. Deals with theory of equations, permutations, combinations, probabilities, determinants, partial fractions, logarithms, and infinite series.

7. Analytic Geometry—Five hours. Mr. Finley.

Practically all of the ordinary notions of analytic geometry are covered in this course. The student gains a good working knowledge of the elements of this powerful science, and is, at the same time, prepared to go into calculus.

9. The Teaching of Arithmetic—Four hours. Mr. Finley.

This course takes up the practical, everyday problems of the teaching of arithmetic rather than a more generalized study. It deals with the methods of presenting the various parts of the subject from primary arithmetic to eighth grade work. It is especially helpful to those actually engaged in teaching in the grades, as they are able to test in their classes the suggested methods.

COURSES PRIMARILY SENIOR COLLEGE**100a. The Teaching of Secondary Mathematics—Four hours. Mr. Finley**

This work is planned for active or prospective teachers of high school mathematics. It takes up a careful study of the purpose and value of secondary mathematics and of the most recent movements in that field. It also includes a study of the fundamental principles of elementary algebra with a view to giving the teacher a clear understanding of the reasons involved in the various processes.

101. Differential Calculus—Five hours. Mr. Finley.

This course and the one that follows are designed for those who feel the need of a broader outlook upon the mathematical field. Needless to say every teacher of high school mathematics needs this work to enable him to understand to some extent the possibilities of the subject he is teaching. In this course the fundamental notion of the differential calculus is carefully developed and many practical applications are introduced.

102. Integral Calculus—Five hours. Mr. Finley.

The work in this course follows that of the preceding in logical order. It deals with the ordinary notions and applications of the subject.

103. Theory of Equations—Four hours. Mr. Finley.

This course may be taken by anyone who has had Trigonometry and College Algebra. It takes up a discussion of the graph, complex numbers, cubic and quartic equations, symmetric functions and determinants.

Sociology

I. W. HOWERTH, Ph.D.

This department offers a series of courses which should meet the needs and ambitions of many students. The courses are liberal and varied in scope. Many of them will meet the immediate practical needs of teachers. Some of them are technical, and are intended for teachers and students of special subjects. Still others are advanced courses in social theory, or are practical studies in applied sociology. Superintendents and principals will find many courses in this list well adapted for group study and teachers' clubs.

The Department invites correspondence regarding these courses. We will formulate new courses, or change present courses when such action seems desirable. Let us know what you want.

COURSES PRIMARILY JUNIOR COLLEGE

1. The Beginnings of Human Society—(Junior or Senior College.) Four hours. Dr. Howerth.

A study of early human society. Valuable for teachers in descriptions of physical, mental, and social changes in primitive men and women. A story of development through race experience; the evolution of language, industry, art, the family, law, and other social institutes; correlates well with courses in genetic psychology, human biology, human geography; and is also commended to students of history as a basal study.

2. Social Evolution—(Junior or Senior College.) Four hours. Dr. Howerth.

A more advanced course in human evolution. The first volume is Elliot's intensely interesting account of the origins of human beings, and the original peopling of the continent of Europe. The second volume is Lord Avebury's standard work on "Primitive Times." The final volume, by Dr. Boaz of Columbia, takes as its thesis the idea that all races are approximately equal in potentiality.

This course correlates well with studies in the psychology of primitive people, race studies, and with many phases of the physical geography of Europe.

3. Modern Social Problems in Relation to Education—(Junior College.) Four hours. Dr. Howerth.

This is a first course in sociology. It is planned to meet practical needs of a somewhat varied group of people. It should be distinctly useful to the teacher who wishes to vivify her teaching of history by a clearer view and a more incisive method of work. It should be valuable to the supervisor of elementary school subjects who wishes a livelier sense of the relationship of school to life—as shown in a social interpretation of the course of study. To the student of affairs it offers help in forming judicious attitudes toward various problematic situations, such as the dynamic modern citizen is required to pass judgment on. To some extent the course will be varied to meet these different needs—where they cannot better be met by other courses described in this bulletin. Primarily, however, this is a course for elementary school teachers in the relations of school work to the varied problems of the world outside of school. It is largely concrete. Of the five books studied, only one deals with social theory. This, the first one, is accompanied by full directions for study.

12a. Social Readjustment—(Junior College.) Four hours. Dr. Howerth.

This course offers an elementary study of how the processes of reconstruction may be applied to a considerable number of practical social problems. It is a much simpler course than Sociology 4, as well as a much less extensive study. It isolates certain situations from the larger field and by a brief analysis of the factors in these attempts to stimulate the habit of thinking in terms of social cause and effect. Its main concern is with the possible lines of improvement to be realized through supplementing and redirecting the development of such fundamental institutions and relationships as a family, church, school, property and the like. This course should be useful to the elementary school teacher of history and civics.

16a. Society and The Church—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

A live, stimulating course of large interest to students of church, Sunday school, and religious social improvement; of special value to classes in religious education. The authors in this course are Rauschenbusch, King, Wormer, and Cutting, all well known writers in this department of social thought.

17. Society and Religion—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

Similar to Course 16, but dealing more directly with growth and changes within the Church. It comprises discussions of the social basis of religion, the relation of the Church to democracy, religion in social action, God in evolution, and the religion of the future.

18a. Rural Sociology—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

A constructive study of country life, economic activities, social organizations, schools, clubs, churches, social centers, and modern efforts and successes in rural progress; intended primarily for rural teachers, but is of value to all students of rural social conditions and needs.

19. Property and Society—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

An attractive study of property rights, wealth holding, standards of living, social problems resulting from poverty, and theories of the leisure classes.

COURSES PRIMARILY SENIOR COLLEGE

104a. Elementary Sociology—(Primarily Senior College but open to qualified Juniors.) Four hours. Dr. Howerth.

This is a course planned to give a clear working notion of the field of thought more or less vaguely called *sociology*. It presents the accepted results of study in the field and offers a perspective of the whole subject with the various subdivisions displayed in proper relations. In other words, the relationships of the somewhat tangled mass of "modern social problems" is made clear and the most judicial opinions in regard to them are exhibited. This course should be of value to teachers of history and civics. The general reader who is interested in the complex inter-relations of modern life may find this course offering somewhat nearly the orientation he wants.

106a. Social Theory—(Senior and Graduate Colleges.) Four hours. Dr. Howerth.

An advanced course in the principles of sociology based on the works of Ward and Giddings, both of whom are recognized as great creative leaders in sociologic thought. This course is virtually a study in social philosophy, and is commended to mature advanced students only.

107. Social Theory—(Senior and Graduate Colleges.) Four hours. Dr. Howerth.

More varied in material than Course 6. All books in this course are scholarly and scientific products of two of the greatest living American sociologists, and one English author of world fame. This will form a productive study of large value for advanced students.

108. Social Direction—(Senior College and Graduate.) Four hours. Dr. Howerth.

A course in applied sociology, social control, and the scientific direction of comprehensive efforts in social reform. This study presupposes knowledge of social theory, social institutions, and modern political attempts to direct social change without revolution.

A vigorous, vital course for experienced students.

109. Comparative Sociology—(Senior College and Graduate.) Four hours. Dr. Howerth.

For students who have had Sociology 4 or Sociology 6, this course offers an opportunity to consider somewhat deliberately the factors in the rise of sociology, the nature of the theoretic and practical problems confronted by the sociologist, the various points of divergence of theory among the more significant contributors to the science, and the like. It offers in the end the best attempts at a synthesis of the whole field of social thought.

110. Social Psychology—(Senior College.) Four hours. Dr. Howerth.

This course might better be called a course in psychological sociology, if the older name had not become fixed. It deals with those parts of psychology upon which social theory immediately rests. It considers, for example, the part played by instinct, feeling, intellect, imitation, sympathy, and the like in the characterization of society. The course should be useful to students of education and to administrators who are not satisfied with merely empirical control of social groups.

113. Scientific Management and Labor—(Senior College and Graduate.) Four hours. Dr. Howerth.

A somewhat technical course, dealing with detailed study of mechanical operations, and the efficiency of labor. It includes consideration of the relation of psychology and industry; factory management; fatigue surveys; the bonus system, and its effects on production, and also on workmen. The authorities studied are Taylor, Hoxie, Gantt, Munsterburg, and others.

Intended for teachers of industrial classes, commercial and business classes; but is also of large interest to all students of efficiency in industry. It is a superior practical course.

121. Problems and Methods of Modern Philanthropy—(Senior College and Graduate College.) Four hours. Dr. Howerth.

This is a course planned to reveal to students of affairs, teachers of history and civics, and those who, from the cultural point of view, are interested in the dramatic under-currents of human life and progress, the least known aspects of our civilization—those aspects which perhaps are to have most credit in the end if we succeed in passing from civilization to humanization. The course will deal with (1) the nature and extent of social failure; (2) the slow and bungling evolution of ways of relieving distress or of putting down the symptoms of misery; (3) the gradual achieving of a conscious technic and curative methods of relief; (4) and the general principles which experience has slowly contributed to present methods of working in social amelioration. There is a considerable number of books available for such a course, which possess merits of form and graces of expression entitling them to be called *literary* while at the same time they exemplify all the conditions and courageous virtues of a thorough-going scientific method.

122. Women and Social Evolution—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

A reliable, attractive, sociological study of the modern feminist movement. The contributions are from German, Swedish, and American writers, and include the biologic and psychologic aspects of the problem, as well as its historical and sociological features.

It is closely related to courses 31 and 32:

123. Immigration and American Problems—(Primarily Senior College and Graduate, but open to qualified Juniors.) Four hours. Dr. Howerth.

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

124. Problems and Methods of Child Welfare—(Senior College and Graduate, but open to qualified Juniors.) Four hours. Dr. Howerth.

This is a course in the growth and tendencies of the modern movement for the conservation of children. It begins by giving a view of the status of children in the past; passes to a consideration of the evolution of the child protection agencies in the United States; and deals finally with the present problems and tendencies in child welfare programs. This course should be especially useful to parents who are desirous of raising the type of family relations in their community either through organizations intended to affect the community by public effort or through less direct agencies. Beyond this, parents who are especially zealous to give the most humane nurture to their children will find in this course much to recommend it to them. It should be useful to teachers of household arts as an extension of the dynamics of home making. It will appeal also to the elementary school teacher, who next to the parents, best loves the child and most needs to know of the significance of changing attitudes to the child.

225-226. Socialism—(Senior and Graduate Colleges.) Four hours each. Dr. Howerth.

The first of these courses is an introductory study of the scope and meaning of this modern reaction to modern conditions of life. It gives a complete but elementary survey of the whole field, and through some of the simpler treatises presents the pros and cons concretely enough to make the course enjoyable to the novice. In the second course more is done to show the variations of socialism under varied national conditions.

129. Crime and Society—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

This course is a study of the relationship of the criminal to society—to social institutions and social organizations. Incidentally it will show the changing attitude of society toward the criminal, and the more important factors behind the change. The course is, however, mainly concerned with the present relations of the criminal in society and his treatment at the hands of society. The course presents the best modern thought in the various aspects of the field.

130. The Single Tax—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

A discreet, careful discussion of the Single Tax, with all material up to date. No old books are used in the course. Taxation reform is one of our most comprehensive social changes, and is probably the gateway to accomplishment of most of the general program for social improvement, through a more equitable distribution of wealth. This course discusses the Single Tax as a possible solution of the general problem.

132. The Family—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

A study of the family from the standpoint of education, industry and ethics, and as a social unit. Designed for teachers, but of great value to all students of either theoretical or practical sociology. Closely related to Courses 22 and 24.

133. Social Hygiene—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

A special study of marriage and sex, not highly technical, by writers of national and international reputation; a thoroughly reliable, scientific, study.

134. Heredity and Progress—(Junior and Senior Colleges.) Four hours. Dr. Howerth.

Presenting two books each, on the biologic and sociologic aspects of the problem of social progress. Can be profitably used in connection with courses 8, 11, 36, or 39.

Note—This department is interested in promoting the study of modern social conditions and problems. Students interested in finding material on any phase of modern life are invited to apply to the College for help.

History and Political Science

EDWIN B. SMITH, A.M.

The work offered in this department includes some of the resident courses and some special courses that may be taken to advantage. The effort is made to arrange these courses on a practical basis so that they will aid the teacher who is working in the lines indicated. In nearly every phase of school work the teacher utilizes the subject matter of history, either directly in teaching the subject or as supplementary material. The new interest that attaches to political relationships calls especially for new effort in the schools in teaching history and civics.

The department is anxious to meet the needs of teachers. If the desired work is not listed, correspond with the department concerning it.

COURSES PRIMARILY JUNIOR COLLEGE

1. American History—Four hours.

This course includes: The European conditions that furnished the background for the work of the discoverers and explorers; the life of the Indian, especially of the western section; the settlements made by the Europeans; the life of the colonist; the growth of the European colonists in America; and the struggle for the rights of independent people.

2. American History—Four hours.

In this the work of Course 1 is continued as follows: The formation of a government suited to the needs of the people; the experiences of the people under the new government in becoming a strong nation; the western movement; and the testing of the strength of the national government. Throughout, the interest includes the social and industrial conditions.

3. American History—Four hours.

The work begins with the reconstruction following the Civil War. The large movements are traced; such as, the growth of industry, the financial measures, American diplomacy, imperialism, business combinations, labor organizations, conservation, and the international relations of the United States.

4. Medieval Europe—Four hours.

The conditions of the people of Europe, politically, socially, and industrially, during the period called the Middle Ages form the interest of the course. The conditions of modern Europe and of the United States are so largely affected by the life of Medieval Europe that they cannot be properly understood without consideration of this period.

5. Early European History—Four hours.

The countries of Europe at the beginning of the sixteenth century; the commercial revolution; the Protestant Revolt and the Catholic Reformation; the culture of the sixteenth century; absolutism in France; parliamentary government in England; the world conflict of France and Great Britain; the revolution within the British Empire; eighteenth century Germany; the rise of Russia; "Liberty, Equality, Fraternity;" European society in the eighteenth century; the era of Napoleon.

6. Recent European History—Four hours.

A continuation of Course 5. The era of Metternich; the industrial revolution; reform and revolution; the growth of nationalism; the problem of the Irish; the German Empire; the new Russia; dismemberment of Turkish Empire; the spread of European civilization in Asia and Africa; international relations; the Great War; and consequences of the War.

9. National Government—Four hours.

The relations between the government of the United States and the people; the new conception of the presidency; the growing powers of Congress; the federal judiciary; constitutional protection of business; the police powers of the national government; civil service; direct legislation; corrupt practices act; legislation of the last administrations.

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

Current social and industrial conditions will be traced from their beginnings. Some of the subjects are the natural resources, influence of cheap land, effect of invention, machinery, and science, the development of agriculture and manufacture, rise of the great industries, business combination and labor organization, and government interference.

11. Commercial History of the United States—Four hours.

A survey of commerce from early times; colonial commerce and its consequences to European nations; commerce in the several periods of American development, domestic and foreign; the coastwise trade; government aid; the consular service; improvement of rivers, harbors, and waterways; tariff provisions affecting shipping; commercial treaties; commercial changes of the twentieth century; international complications.

12. State Government—Four hours.

The organization and administration of state government.

13. The Teaching of History in the Elementary School—Four hours.

The aims in teaching history; the values of history; history of one teaching of the subject; the course of study, past, present, and future; psychology of the subject; methods and materials; testing results of history teaching; and the consideration of the school problems relating to history—the place of history in the school curriculum, and the relation of history to other subjects.

22. Municipal Government—Three hours.

The growth of cities; their relation to trade and industry; state control over cities; the development of the American city; services to the people; city planning; the commission form of government; the city manager; other recent movements.

24. Modern European Government—Four hours.

A course presenting conditions of European governments; the foundations of their governments; the positions of the heads of governments; democracy under the present governments; most recent movements.

26. The Teaching of Civics in the Elementary School—Four hours.

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

28. Ancient Social History—Four hours.

This is a survey of the development of society among the early peoples, with the emphasis on the social and economic phases. The main purpose is to give teachers a new point of view with respect to the teaching of ancient history.

30. Political Adjustment—Three hours.

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

33. American Political Theories—Four hours.

The social and industrial phases of history are being emphasized. The political theories associated with American life are fundamentally important. The course deals with these in relation to the various phases of development.

40. Contemporary World History—Four hours.

This course attempts to present the present conditions, using enough of the comparatively recent past to give a clear understanding of situations as they are. The consequences of the Great War are especially stressed.

104. Western American History—Four hours.

The westward movement as an historical process; the migration from the Atlantic into the Mississippi Valley; the Trans-Mississippi West; the history of Colorado as a part of this movement; the Pacific Coast and the dependencies.

107. English History—Four hours.

The foundations of England; consolidation of England under Norman supremacy; parliamentary development; medieval institutions; civil wars and the decline of feudalism; the Tudor period; divine rights; monarchy and puritanism; contest for constitutional government; whig supremacy; the age of Walpole; development of Greater Britain; transition to modern England; democracy and reform; the eastern question; present movements.

116. Spanish-American History—Four hours.

A course designed to furnish a background for understanding the growing relations between the United States and the republics to the south. In tracing the experiences of the Spanish-American people, attention is given to the work of Spain, to the securing of independence, to the social, political, and economic growth, to international relations and the Monroe Doctrine, to the Panama and the purchase of the Danish West Indies, and to the new Pan-Americanism.

117. The Teaching of History and Civics in the High School—Four hours.

The aims and values in teaching the subjects; the development of instruction in these subjects; the socialized course of study problems of teaching; and the relation between history and civics teaching.

118. Financial History of the United States—Four hours.

The origin and growth of the currency, banking, and revenue systems of the United States, with especial emphasis upon the relation of the tariff system and the currency system; the recent achievements in the financial system as expressed in the federal reserve banking system, the farm loan plan, and war finance.

120. Elementary Political Science—Four hours.

This is an introduction to the principles of the various political organizations which control people. The theories and forms of government, constitutions, and ideals of citizenship are included. The course should be of special interest and value as explanatory of the current political thought relative to democracy and to the radicalism that is expressed in bolshevism.

121. Problems of Democracy—Three hours.

The current interests of American democracy are given consideration. The problems selected deal with local, national, and international interests.

123. Internal Relations—Four hours.

In this course there is a study of the principles governing the relations of civilized nations, which includes the problems of citizenship, the position of aliens and of alien enemies, the rights of nations with respect to war, neutrality, and intervention, and the regard for treaties. American ideals, the Monroe Doctrine, Pan-Americanism, and the league of nations.

124. History of the Far East—Four hours.

This is a study of the modern history of China, Japan, and India with reference to their relations to Europe and the United States.

Note—The department invites correspondence from those who find themselves perplexed in regard to any phase of the teaching of history and civics.

Literature and English

ETHAN ALLEN CROSS, A.B., A.M.

FRANCES TOBEY, A.B.

L. W. BOARDMAN, A.M.

JOHN HENRY SHAW

The department of literature and English selects from all the courses which it offers in residence a group that may profitably be conducted by individual correspondence.

Text Books: Wherever a text book is prescribed it is supplied by the College under the usual conditions; but the College does not agree to supply the illustrative pieces of literature studied in these courses. These must be obtained from a local library, or bought by the student. In most cases the books are such as may be found in any good town library, and in all cases they will be worth possessing.

1. Reading in the Grades—Four hours. Miss Tobey.

Aims of the course: To re-evaluate, in the light of recent scientific experimentation, the practices through which useful reading habits are sought; to stimulate insight and encourage system in the organization of material; to direct the study of method; to develop initiative and resource in the conduct of the reading class; to quicken the teacher's perception of the values of literature of varied type, for pupils of various grades.

6. American Literature (1700-1900)—Four hours. Mr. Boardman.

This course embraces (a) a survey of the history of colonial literature, and (b) a careful study of the following authors: Emerson, Whittier, Longfellow, Holmes, Lowell, Hawthorne, Poe, and Whitman, with a few others of lesser note.

8. English Literature (670-1620)—Four hours. Mr. Boardman.

The course will consist of a study of the following:

1. Beowulf and Anglo-Saxon literature. 2. Chaucer. 3. Miracle and Morality plays. 4. Spenser. 5. The English sonnet. 6. The ballad. 7. The early novel. 8. Early Elizabethan drama. 9-10. Macbeth. 11-12. Early essays.

9. English Literature (1620-1798)—Four hours. Mr. Boardman.

The study of English literature is continued with the following topics:

1-2. Post-Elizabethan writers. 3-4. Milton. 5-6-7. Dryden and his times. 8-9. Pope and his successors. 10. Addison, Steele, Johnson, Goldsmith, Sheridan. 11-12. The lesser Augustans.

10. English Literature (1798-1900)—Four hours. Mr. Boardman.

The survey of English literature is brought to the present time by a consideration of the following:

1-2. Progress of Romanticism. 3. Wordsworth. 4. Scott, Coleridge Southey. 5-6. Byron, Shelley, Keats. 7. Macaulay, Lamb, DeQuincey, Carlyle. 8. Newman, Ruskin, Huxley, Pater. 9. Tennyson. 10. Browning, 11. Arnold Morris. 12. The Rossettis and Swinburne.

31. The Short Story—Four hours. Mr. Cross.

The study of the forms and themes used by modern short story writers. Today the short story is a literary form quite distinct from any other, and capable of carrying a significant theme within its limited space. This course attempts first to study the forms and then to show how the story is being used to entertain and to teach truth to the millions who read magazine fiction. The student is expected to study the structure and meaning of fifty typical stories.

20. Advanced Composition—Four hours. Mr. Boardman.

This is a practice course in writing designed for those who are already familiar with the elements of correct expression in writing. It consists of fifteen themes of 6 to 10 pages each, on paper approximately 8 by 11 inches. Detailed directions for each of the fifteen papers are given in the syllabus, which will be sent, one section for each theme, after the student has enrolled for the course. The papers are read, criticised, and returned by the instructor.

116. The Festival—Four hours. Miss Tobey.

Aims and scope of the course: A study of the values, the varied forms, and the practical development and direction of school pageants and festivals; the preparation of full outlines of school or community festivals which are detailed and practicable for actual use in schools.

127. Selected Plays of Shakespeare—Four hours. Mr. Cross.

A careful study of the ten plays of Shakespeare, chronicle, comedy, and tragedy, which seem best suited to high school courses in English literature.

132. The English Novel—Four hours. Mr. Cross.

In the main this is a reading course following the development of the English novel from 1740 to 1900. The two text books which will be indicated are assigned for reading to guide the student through the course in an ordered way. Ten novels are read entire, and parts of two others. The details of the work are furnished in a syllabus of fifteen parts.

133. The Recent Novel—Four hours. Mr. Cross.

Many students who do not care to follow the development of the novel as a literary form wish to study the novel of the present. An opportunity for such study is given in this course. It may be taken following Course 16 or independently. In the main, it consists of a careful study of ten or twelve novels of the present, with written work to accompany each study. Some of the most significant pieces of writing on social and educational problems of the day are being published in the form of novels. This course gives literary students an opportunity to study these problems.

134. Modern Dramatists—Four hours. Mr. Cross.

In addition to making a careful study of standard treatises on modern drama, the student will be expected to read and analyze for form and meaning twenty representative plays, Continental, English, and American, since Ibsen. Detail furnished in a syllabus.

Ancient and Modern Languages

EDWIN STANTON DU PONCET, A.B., Ph.D.

Courses are offered in the following languages:
French, Spanish, Italian, German, Latin and Greek

French

1a. Elementary French—Four hours. The first thirty lessons in Charденal's French Grammar.

2a. Elementary French—Four hours. The forty lessons in Charденal's French Grammar, beginning with lesson 31.

3a. Elementary French—Four hours. The remaining 35 lessons in Charденal's French Grammar.

5a. Second year French—Four hours. A critical study of George Sand's works, style and influence. Most of the work devoted to *La Mare au Diable*.

15a. A comprehensive study of the works of Alexandre Dumas, Sr. Much outside reading. Principal text will be *La Tulipe Noire*. Original compositions in French subjects. Four hours.

105a. The selected plays of Edmond Rostand. Taking up as a basis *Cyrano de Bergerac* with special reference to the poetic force of the author. Four hours.

225a. A graduate course in Old French philology, using *Aucassin et Nicolette* as an introduction to further study of the older classics. Four hours.

Spanish

1a. First fifteen lessons in Wilkin's First Spanish course. Four hours.

2a. Lessons 16 to 30 in Wilkins Spanish book. Four hours.

3a. Wilkins First Spanish Book completed. Four hours.

5a. The works of Tamayo y Baus, using *UN DRAMA NUEVO* as the foundation for the study of this author. Four hours.

15a. The study of the principal works of Ferna Caballero, using *Un Servilon y un Liberalito* as a basis. Four hours.

105a. A complete study of the prose works of Pedro de Alarcon. Beginning with *El Final de Norma*. Four hours.

225. A graduate course in Old Spanish readings. Beginning with Ford's *Old Spanish Readings*.

Italian

1a. Phelps Italian Grammar, first 12 lessons.

2a. Phelps Italian Grammar, lessons 13 to 25.

3a. Phelps Italian Grammar completed.

5a. *I Promessi Sposi* by Manzoni. The entire story completed.

15a. *Alberto* by de Amicis.

105a. *Dante's Divina Commedia*. Selections.

German

1a. First 25 lessons in Bacon's German Grammar.

2a. Lessons 26 to 50 in Bacon's German grammar.

3a. Bacon's German Grammar completed.

5a. *L'Arrabbiata*, by Paul Heyse.

15a. *Minna Von Barnhelm*, by Lessing.

105a. Schiller's *Wilhelm Tell*. A critical study of this masterpiece.

225a. Goethe's *Faust*, part 1.

Latin

1a. *Elements of Latin*, by Barry C. Smith. First 20 lessons. Four hours.

2a. *Elements of Latin* by Smith, lessons 21 to 30.

3a. *Elements of Latin*, completed.

5a. *Caesar's Gallic War*, book one.

- 6a. Caesar's Gallic War, book two.
- 7a. Caesar's Gallic war, books three and four.
- 15a. Cicero's four orations against Cateline.
- 105. Vergil's Aeneid, the first six books. 12 hours.
- 205. Livy, books 21 and 22. Four hours.

Greek

Courses 1a, 2a, 3a. White's First Greek book completed. Designed for students majoring in Romance languages. No other courses beyond the first year will be given, for the present, either in residence or by extension.

Note—All courses are four hour courses unless otherwise stated.

Music

J. DE FOREST CLINE, Director

The Music Courses offered are for both the experienced and inexperienced musician. Music 2 is a plan of presenting the work of the first eight grades in such a manner that it is hoped it will be helpful to teachers of all degrees of experience. Music 7 is designed to meet the needs of those desiring to develop their cultural appreciation of the art, requiring no special musical ability. Music 8 and 9 are designed for the individual wishing to specialize in music and pre-suppose some general technical knowledge.

The department will welcome suggestions from students for specially desired courses and will strive to present any courses that can be successfully taught by mail.

2. Methods for the First Eight Grades—Four hours. Mr. Cline.

A very practical course covering all the problems of the grade teacher. The course is based on the assumption that the teacher has little or no knowledge of the work at hand, and every effort is made to give the most inexperienced teacher just the knowledge she needs to carry on her work. All problems are discussed and all technical points are explained as they should be explained to children. The emphasis is placed entirely upon making the course practical and helpful. No previous musical knowledge is required.

7. History of Music—Three Hours. Mr. Cline.

The study of the history of music from primitive to modern times. The musical theories and instruments of ancient peoples. The music of the Greeks and Romans. The early Christian era. The evolution of notation. A complete study of the development and growth of music into a great art.

This is a literary course which does not require technical skill. Open to all students who wish to study music from a cultural standpoint.

Industrial Arts

S. M. HADDEN, A.M.

5. The Arts in Education—Four hours.

The work of this course is designed to cover the following fields: The historical development of the arts and their introduction in the public schools, with special reference to industrial, fine and applied art, commercial art, agriculture and home-making. Appreciation, correlations, organization of arts courses for the public schools, teaching, method of attack and the relation of student and teacher in the class room.

10. Elementary Mechanical Drawing—Four hours.

This course is designed to give a knowledge of the use of drawing instruments and the materials customarily used in a drafting office. The technical phases of the work include lettering, geometrical drawing, orthographic projection, developed surfaces and intersections, working drawings, duplication and drawing for reproduction and general notes on commercial practice.

12. The Elements of Architectural Drawing—Four hours.

This course is designed to cover characteristics of architectural drawing, kinds of drawings, preliminary sketching, use of tracing paper, working drawings, places, elevations, sections, details, dimensioning, lettering and titles.

104. Pre-Trade Education—Four hours.

The work includes a historical review of training for occupations with the emphasis on guilds, the arts and craft movements, apprentice systems. The vocational education movement from national, state and local standpoints. Types of industrial schools introduced and the problems of industrial education and the place and nature of pre-trade education in elementary and junior high school work.

Home Economics

MARGARET ROUDEBUSH, A.B.
 ETHEL B. PICKETT, M.A.
 EDITH GALE WIEBKING, A.B.
 ELIZABETH CLASBEY, A.B.

HOUSEHOLD ARTS**1. Textiles.—Four hours. Miss Roudebush.**

A careful analysis of the four chief fibers and the commonly used fabrics.

Text—Woolman and McGowan's "Textiles."

5. Pattern Making—Four hours. Mrs. Wiebking.

Drafting and cutting patterns by the most approved methods.

Text—"Pattern Making," Hanna.

HOUSEHOLD SCIENCE**5. Housewifery and Sanitation—Four hours. Miss Clasbey.**

A study of efficiency methods relating to every day problems in the home.

Text—"Housewifery," Balderston.

9. Food Production—Four hours. Miss Pickett.

Foods—their growth, manufacture, marketing, cost. Consideration of food laws.

Text—Sherman's "Food Products."

Commercial Education

AMBROSE OWEN COLVIN, B.C.S.
 VIVIAN MERRIMAN, A.B., MA.
 S. C. BEDINGER, LL.B.
 W. L. KNIES

It is our aim in the following outline to offer only such courses as seem to be practical by correspondence. We do not encourage the study of shorthand or advanced typewriting by correspondence courses.

We offer Courses 1 and 2 in shorthand, and Courses 11 and 12 in typewriting. We believe that Courses 1 and 2 in shorthand can be successfully taken by mail, but not with the same degree of success that would result from residence courses; therefore, we recommend that students elect other courses from this outline than the ones in shorthand. All of the material necessary for each of these courses is outlined in the first lesson that is sent to the student, and we have omitted further references to the required materials. All of the material and supplies should be bought from the publishers or the local book store of the town.

1. Shorthand—Four hours. Miss Merriman.

This course includes ten lessons on the principles of Gregg Shorthand; 1 to 10 inclusive.

2. Shorthand—Four hours. Miss Merriman.

Prerequisite: Shorthand 1. This course covers ten lessons in Gregg Shorthand; 10 to 20 inclusive.

6. Methods in Commercial Education—Required of Majors in Commercial Arts. Three hours. Spring Quarter.

The entire commercial field will be included in this study; equipment; the course of study; special methods; equipment of teacher; relation of business school to the community.

11. Typewriting—Four hours. Mr. Knies.

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

This course covers the first twenty lessons of the Expert Typewriting Manual by Fritz-Eldridge.

12. Typewriting—Four hours. Mr. Knies.

Prerequisite: Typewriting 11 or its equivalent. This course covers Lessons 21 to 38 inclusive of the Expert Typewriting Manual by Fritz-Eldridge.

21. Elementary Accounting—Four hours. Mr. Colvin.

Fundamental principles of double entry, the use of the journal and ledger. Making the trial balance and statements. Cash book, purchase book, and sales book introduced.

22. Intermediate Accounting—Four hours. Mr. Colvin.

Commercial paper, bill book, invoice book, bills of lading, special column books. A set of books on wholesale accounts. Prerequisite: Course 21.

23. Advanced Accounting. Corporation Accounting—Four hours. Mr. Colvin.

This deals with the organization of corporations under the laws of Colorado. Books are kept illustrating the commission business. Prerequisite: Course 21.

25. Commercial Arithmetic—Four hours. Mr. Colvin.

This course is intended primarily for commercial students, but is well adapted to those who want a good, stiff arithmetic review. There will be a rapid review of the four fundamental operations and fractions. A thorough treatment of percentage and its applications will be given. Only the most modern methods and short cuts will be used.

26. Penmanship—Four hours. Mr. Colvin.

Drills in free-arm movement writing. Mastery of position and movement expected. Study of the forms of the letters and figures, and methods of teaching.

26b. Penmanship—Four hours. Mr. Colvin.

Drill work to develop better form. Much attention is given to the spacing and height of letters. This course includes methods of teaching writing.

24. Bank Accounting—Four hours. Mr. Colvin.

This includes a study of the state and national banking laws; loans and discounts; commercial paper; methods and principles of banking; savings accounts. A set of books illustrating several days of business will be given. Prerequisite: Course 21.

32. Cost Accounting—Four hours. Mr. Colvin.

Importance of cost accounting in a business. Material cost; labor cost; overhead expense; distribution of expense. A set of books will be prepared on manufacturing costs. Prerequisite: Course 21.

64. Commercial Law—Four hours. Mr. Colvin.

A treatment of the general principles of common law as applied to business together with the study of the Colorado Statute and decisions bearing on commercial interest.

• 40. **Business English**—Four hours. Miss Merriman.

The elementary principles involved in writing correct English. The sentence, the paragraph, grammatical correctness, effectiveness, clearness, and punctuation.

211. **Business Administration**—Mr. Colvin.

The principles of industrial management and the organization of the modern office. Various types of organization, the labor force, payment of the worker, records of raw material and unfinished goods, etc.

153. **Salesmanship and Business Efficiency**—Mr. Colvin.

A study of the underlying principles of salesmanship; the psychology of the making of a sale. Demonstration sales will be given from time to time by experts. An effort will be made to get some practical experience for the students of this course in the stores of Greeley.

C. A. 153. **Salesmanship and Business Efficiency**—(See Gen. Cat. for description), and

C. A. 211. **Business Administration**—(See Gen. Cat. for description).

Agriculture

W. H. HARGROVE, Pd.B., B.S. in Agr., B.S. in Ed.

Extension Courses in Agriculture

We do not encourage the study of courses of a laboratory character by correspondence. We feel, however, that there are some general courses in each of the main fields of Agriculture that can be pursued with profit without the aid of the laboratory. Each of the courses offered can be worked out with the aid of one or two good texts.

Agriculture 1. Animal Husbandry. Types and Breeds of Farm Animals—Four hours.

A general survey of the development breeds of livestock, the livestock industry and its present conditions. The fundamentals of livestock judging and its relation to production are covered in this course. The work includes cattle, horses, hogs, sheep and poultry.

Agriculture 4. Farm Crops—Four hours.

An introductory course dealing with the most important farm crops.

Agriculture 5. Soils—Four hours.

A study of the physical and chemical properties of the soil and their relations to soil management.

Agriculture 10. Poultry Raising—Three hours.

This course deals with the general, important factors of poultry production, selective flock breeding, culling, housing, feeding, incubation and brooding.

Cooperative Extension Service

DR. M. F. BEESON, A.M., Ph.D., District Supt., Grand Junction

Colorado State Teachers College, the State University, and the State Normal School jointly maintain a District Superintendent of Extension Service on the Western Slope—Dr. M. F. Beeson, with headquarters at Grand Junction.

The Cooperative Extension Service has steadily grown in popularity and influence. Last year more than five hundred teachers were taking work in the various groups. Everywhere, Superintendents of Schools and administrative authorities have shown a most admirable spirit of cooperation and have contributed not a little to the marked success of the plan.

