

Colorado State Teachers College

BULLETIN



COURSES AND SPECIAL FEATURES
IN
THE DEPARTMENT OF EDUCATION

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EDUCATION

The aim of the Department of Education is to help make better teachers, principals, supervisors, and superintendents. Many courses are given that are basic to all. Many other courses are highly specialized. An attempt is made to give enough general work so that every student will get a thorough foundation in the field, and enough specialized work so that he may become a specialist in some one branch. The student will find courses in the theory, the history, and the philosophy of education in which clear analysis and straight thinking are of chief concern. He will also find courses that teach definite skills. These skills vary from the planning of a single lesson to the making of a curriculum or the planning of a school building.

During the Summer Quarter of 1926 over fifty regular and special courses will be offered by regular members of the department and by special instructors—experts on administration, curriculum making and general problems of education. Particular attention will be given to courses dealing with educational administration. (Note list of special teachers in this field, under II. A p. 3.)

I. CLASSES OF COURSES OFFERED

The following classification is suggestive of the types of courses to be offered. (See the Summer Bulletin, 1926, and the Year Book, 1926-27, for detailed descriptions of these Education courses.)

A. TYPES OF COURSES:

1. Introductory courses: 1, 100a, 100c, 129.
2. Methods courses: 3, 4, 5, 51, 101, 104, 105, 106, 107, 150, 151.
3. Curriculum: 10, 52, 126, 210.
4. Philosophy: 111, 152, 211.
5. Administration and supervision: 106, 108, 113, 114, 115, 116, 120, 142, 144, 147, 217, 243.
6. History of Education: 133, 134.
7. Rural Education: 20, 21, 28, 125, 126.
8. Activity courses: 15, 16, 16a, 17, 28, 105, 110.
9. Courses in allied departments: Biology 1, Biotics 101, 201; Psychology 104, 105, 107, 108, 114, 115, 212, 214, 215; Sociology 100, 105, 130.

B. COURSES IN:

1. Elementary Education: 1, 3, 4, 5, 10, 21, 26, 51, 52, 104, 106, 107, 110, 111, 115, 150, 151, 152, 154, 211.
2. Junior and Senior High School Education: 110, 111, 113, 116, 210, 217.
3. Education for Principals, Supervisors, and Critic Teachers: 104, 106, 108, 110, 111, 113, 114, 115, 116, 142, 147, 190, 210, 217, 243.
4. Education for Superintendents: 110, 111, 112, 113, 115, 116, 120, 142, 143, 144, 147, 210, 242.
5. Research in Education: 123, 210, 211, 217, 223, 224, 243.

II. FACULTY OF THE DEPARTMENT OF EDUCATION SUMMER, 1926

The following regular members of the Department of Education will give courses in the department, Summer, 1926: Professors Rugg, (Head of the Department) Armentrout, Blue, Gamble, Ganders, Hargrove, and Mahan. Additional courses will be offered by the following members of the Training School faculty: Davis, Lyford, Dulin, Rosenquist, Turner, Van Meter, and McCowen.

Besides the courses offered by resident instructors the following special teachers and lecturers will cooperate in giving courses in Education:

A. ADMINISTRATION:

Mr. C. R. Foster, First Assistant Superintendent, Pittsburgh Public Schools, Pittsburgh, Pennsylvania.

Mr. O. C. Pratt, Superintendent of Schools, Spokane, Washington.

Mr. J. H. Risley, Superintendent of Schools, Pueblo, Colorado.

Dr. G. D. Strayer, Professor of Educational Administration, Teachers College, Columbia University.

Mr. A. L. Threlkeld, Deputy Superintendent of Schools, Denver, Colorado.

B. SPECIAL LECTURERS IN EDUCATION:

Dr. E. S. Evenden, Professor of Education, Teachers College, Columbia University.

Dr. L. A. Pechstein, Dean of the College of Education, University of Cincinnati.

Dr. David Snedden, Professor of Education, Teachers College, Columbia University.

Harden T. Raymond, Goldsmiths' College, University of London.

Dr. Carleton W. Washburne, Superintendent of Schools, Winnetka, Illinois.

C. ELEMENTARY EDUCATION:

Miss Alice Hanthorn, Primary Supervisor, Cleveland Public Schools, Cleveland, Ohio.

Mrs. Otho Hanscom, Intermediate Supervisor, State Teachers College, Denton, Texas.

D. SECONDARY EDUCATION:

Mr. Merle Prunty, Principal Central High School, Tulsa, Oklahoma.

E. RESEARCH:

Dr. Frederick L. Whitney, Director of Research, Colorado State Teachers College.

F. FACULTY ASSISTING IN ALLIED DEPARTMENT OF EDUCATIONAL PSYCHOLOGY:

Professors Heilman, Holst, Hamill, and Vernon Brown.

G. ASSISTING IN THE DEPARTMENT:

Mr. John Casey, Superintendent of Schools, Eaton, Colorado.

Mr. Geo. Hay, Principal, Lockwood School, Webster Groves, Missouri.

Mr. R. L. Hunt, Superintendent of Schools, Las Animas, Colorado.

Mr. R. H. Morrison, Extension Division, Colorado State Teachers College.

Mr. Earl B. Moore, Scout Executive, Weld-Morgan Counties, Colorado.

Miss A. Evelyn Newman, Dean of Women, Colorado State Teachers College.

Mrs. Carrie S. Turner, Greeley, Colorado.

Mr. O. D. Wyatt, Principal, Fort Worth, Texas.

III. TWO INNOVATING COURSES: ED. 100a and ED. 100c

100a. Problems of Education. Either half or full quarter. Two or four hours. When taken for credit students must be in attendance every day and take the prescribed examination. Two o'clock, M. T. W. Th. Little Theater.

This course will discuss present day educational problems. Each day a different lecturer, either a member of the regular faculty or a visiting lecturer or teacher, will take up for discussion a problem of current interest and significance, a problem to which the particular lecturer has given detailed and serious study. This course attempts, therefore, to bring to interested students the results of research concerning current educational problems.

The following lists the name of each lecturer in Ed. 100a and the title of the lecture:

DATE	NAME OF LECTURER	TITLE OF LECTURE
W June 16	Dr. G. W. Frasier.....	Trends in College Education.
Th June 17	Dr. G. E. Raiguel.....	The Effect of Education on Democracy.
M June 21	Dr. Edward S. Evenden..	Some Necessary Professional Attitudes for Teachers.
T June 22	Dr. David Snedden.....	Have We Forgotten Self-Education?
W June 23	Dr. E. A. Cross.....	The Place of Grammar in the Modern Curriculum.
Th June 24	Dr. George D. Strayer....	Progress in Educational Administration During the Past Twenty-five Years.
M June 28	Mr. Rollo Brown.....	The French Methods of Teaching Composition.
T June 29	Dr. C. W. Washburne....	Children's Books—Some of the Elements That Determine the Grade in Which a Book Can Be Most Effectively Read.
W June 30	Supt. O. C. Pratt.....	Training Teachers in Service.
Th July 1	Dr. W. D. Armentrout....	A Comparison of the Psychology of Koffka and Thorndike.
M July 5	Dr. E. H. Griggs.....	The Influence of the Parent and the Teacher in Character Education.
T July 6	Dean A. Evelyn Newman	Student Opinion at Home and Abroad.
W July 7	Warden T. Raymont.....	Contemporary Problems of Education in England.
Th July 8	Mr. John C. Ransom.....	The Problem of Instruction in Creative Writing.
M July 12	Professor Vernon Brown	Status of Psychology in England.
T July 13	Mr. John C. Stone.....	Diagnostic Testing and Remedial Drill as Essential Factors in Developing Skill in Arithmetic.

W July 14	Dr. H. S. Ganders	The Junior College.
Th July 15	Supt. James H. Risley ...	What Ails Our Youth?
M July 19	Dr. F. C. Jean	Science and Religion.
T July 20	Professor Frances Tobey	The Psychological Basis of the Appreciation of Literature.
W July 21	Mid Term Examination.	
Th July 22	Dr. E. U. Rugg	Privileges, Promises, Responsi- bilities.
M July 26	Dr. Paul Blanshard	The Ideals and Methods of the Workers' Education Movement.
T July 27	Dr. O. M. Dickerson	Current Events as an Adjunct to the Teaching of History and Civics.
W July 28	Miss Alice Hanthorn	Problems of Adjusting the Curri- culum to Meet the Needs of Elementary Children.
Th July 29	Dr. J. D. Heilman	Diagnosis and Remedial Treat- ment in Reading.
M Aug. 2	Supt. C. R. Foster	Extra-curricular Activities.
T Aug. 3	Mr. R. H. Morrison	Traits Making for Success and Failure in Teaching.
W Aug. 4	Dr. L. A. Pechstein	Intelligence and Pupil Effort.
Th Aug. 5	Dr. I. W. Howerth	The Problem of Interest.
M Aug. 9	Mr. Albert Carter	The Teacher and the School Library.
T Aug. 10	Professor H. G. Blue	A Plan for Contemporary Civili- zation Courses.
W Aug. 11	Dr. Samuel B. Harding ...	Geography as a Social Science.
Th Aug. 12	Professor Helen C. Davis	The Teaching of the Social Sciences in the Elementary School.
M Aug. 16	Mrs. Otho Hanscom	The Training of the Elementary Teacher.
T Aug. 17	Supt. A. L. Threlkeld	How Much Learning is Possible?
W Aug. 18	Dr. G. C. Gamble	The Status of Educational Re- search.
Th Aug. 19	Col. H. A. Hutchingson ...	Voice of the Class.
M Aug. 23	Dr. Herbert A. Gibbons ...	Stimulating Interest in Public Affairs and Public Speaking Among Our Students.
T Aug. 24	Dr. F. L. Whitney	Opportunities for Secondary Edu- cation.
W Aug. 25	Final Examination.	

100c. Unit Courses in Education—Either half or full quarter. One two, three, four or five hours. When taken for credit, students must be in attendance every day and take the prescribed examinations.

The plan here is to offer a series of five one-hour courses, each of which, or any one or more of which, may be taken. Each course will be taught for two weeks by one man of national reputation in his field as follows:

Dr. Strayer, of Teachers College, 'Columbia	School House Construction
Dr. Washburne, Superintendent of Schools in Winnetka, Illinois	Individual Instruction

Warden Rayment, of Goldsmiths' College, University of London	Education in England
Dr. Pechstein, Dean of the College of Education, University of Cincinnati	Character Education
Mr. C. R. Foster, First Ass't Superintendent of Schools, Pittsburgh	The Six-Year High School

IV. SPECIAL COURSES FOR TRAINING SUPERINTENDENTS, PRINCIPALS, AND SUPERVISORS

Ed. 108. Educational Supervision—Either half or full quarter. Two or four hours. Instructors: Superintendent James H. Risley, Pueblo, Colorado; First Assistant Superintendent C. R. Foster, Pittsburgh, Pennsylvania; Deputy Superintendent A. L. Threlkeld, Denver, Colorado.

This course will be of especial value to those who expect to become superintendents, principals, or supervisors. It will give consideration to all the major problems of supervision and, so far as possible, the student will be given an opportunity to do in a practical way the various tasks which the supervisor of instruction is called upon to do while in the field.

The problems and topics of the course are: Purposes and general principles of supervision; types of organization and administrative relationships; qualifications of supervisors; ways and means of improving teachers in service; rating schemes; school discipline and management, visiting classrooms and conferences; demonstration teaching and inter-visitation; types of lessons; lesson plans and reports; selection and organization of subject matter; selection of textbooks; promotion schemes; new types of examinations; teachers' marks; programs and schedules; classification of children; supervised study and the assignment; case studies of teachers' mistakes; remedies, devices, and evaluation of results of instruction.

Ed. 112. School House Construction. Unit course I. First two weeks. One hour. Instructor—Dr. George D. Strayer, Professor of Educational Administration, Teachers College, Columbia University.

This course will give the superintendent an insight into the major problems involved in planning and carrying to completion a building program. Standards for various types of buildings will be discussed, building plans studied, and a procedure outlined. (Dr. Strayer is one of the foremost experts in the field of school buildings.)

Ed. 115. Organization and Administration of an Elementary School—First half. Two hours. Instructor—Superintendent James H. Risley, Pueblo, Colorado.

Cubberley's *The Principal and His School* will be used as the text in this course. The work of the elementary school will be analyzed from the standpoint of organization and administration. The following are some of the topics considered: The first day of school; yard and building organization; programs and schedules; the school janitor; health and sanitary control; discipline; use of the assembly period; classifying and promoting pupils; the curriculum; planning the supervision; teachers' meetings; measuring instruction; parent-teachers' associations; extra-curricular activities; etc.

Ed. 120. Educational Finance—First half. Two hours. Instructors: Dr. George D. Strayer, Teachers College, Columbia University; Superintendent O. C. Pratt, Spokane, Washington.

This course will deal with sources of income, wealth, taxation, distribution of state aid and equalization, the control of local school finance, the budget and accounting, unit and total costs, bonds and financing building programs.

Ed. 142. School Administration—Either half or full quarter. Two or four hours. Instructors: Dr. George D. Strayer, Teachers College, Columbia University; Superintendent O. C. Pratt, Spokane, Washington; First Assistant Superintendent C. R. Foster, Pittsburgh, Pennsylvania; Deputy Superintendent A. L. Threlkeld, Denver, Colorado.

The course is designed primarily for students preparing themselves to be principals, supervisors or superintendents. All phases of local school administration will be dealt with. Particular emphasis will be placed on such subjects as: National and state responsibility for education; financing schools; business administration of schools; school publicity; statistical methods applied to administration; buildings and equipment; health service; census and attendance; classification and progress of children; the organization of local school systems; supervision of instruction; curricula and courses of study; records and reports; extra-curricular activities; and personal management.

Ed. 144. School Publicity. First half. Two hours. Instructors: Professor J. H. Shaw, Director of Publications, Colorado State Teachers College; Superintendent J. H. Risley, Pueblo, Colorado.

It makes no difference how well the public school is organized, or how thoroughly the work is being done and how apparent inside success may be; unless there is the proper relationship with the public, the school's success as judged from the public viewpoint is handicapped.

Every school superintendent should "sell" his school to the public. It is true that he is doing that very thing, to a degree, first, through the pupils, and second, through his personal appearances in civic and other organizations. But he can do a much bigger and better job, and do it much more efficiently if he is acquainted with the different methods of getting publicity.

Ed. 144 is designed for the sole purpose of showing school superintendents and all others engaged in public school work who may be interested—and the entire school staff should be interested—just what makes for good school publicity and how to handle it.

The taxpayer in every community is guided in large degree in his attitude toward the public school by what the press says of education. The school superintendent may be getting a lot of information before the taxpayer through the public press. But many administrators go about the task blindly; while they are fortunate in getting publicity, the work would be much easier and they would get a great deal more of it if they knew the many sources of good school news that are never touched, and if they were acquainted with the technical knowledge of preparation of "copy." The course will therefore deal with the promotion of educational news and will reflect the points of view of a trained newspaper editor and a successful superintendent.

Ed. 147. Educational Surveys—First half. Two hours. Instructor: Dr. Harry S. Ganders, Professor of Educational Administration, Colorado State Teachers College.

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

Ed. 190. Administration and Teaching in Teachers Colleges and Normal Schools. Either half or full quarter. Two or four hours. The course will be given for the first six days by Dr. E. S. Evenden, Professor of Normal School Administration, Teachers College, Columbia, and will be continued by the following members of the resident faculty: President G. W. Frasier, Vice-President Cross, Dr. Rugg, Dr. Ganders, Dr. Whitney, Dr. Heilman, Dr. Gamble, Mr. Morrison, Dr. Armentrout, and members of the staff of the Training Schools.

The following topics or problems will be considered: The rise and present status of teachers colleges; the relation of the teacher to the state; administration and organization problems; personnel and classification problems; curriculum making and problems pertaining to the development of the training schools—student teaching, supervision, etc.

The course is designed to prepare mature students for the increasing demand for teachers equipped for service in teaching in teachers colleges and normal schools.

Ed. 243. Problems in Educational Administration. First half. Two hours. Instructor—Dr. Harry S. Ganders, Colorado State Teachers College.

This advanced administration course is primarily intended for individuals who are active superintendents and principals of schools. The problems selected for work will be selected from the following: The professional training and experience of superintendents of the United States; present situation and procedures in classification of children; school house management; the superintendent and supervision of instruction; a system of records and reports for small cities; the budget, salaries, and unit costs; attendance; and health administration.

V. COURSES FOR GRADUATE STUDENTS

The Department of Education is making special provision for graduate students by offering several new courses for such students. Graduate students may take courses numbered above 100.

Special Graduate Courses in Education and Psychology:

- Ed. 210. Problems of the School Curriculum.
- Ed. 211. Conceptions of Mind in Educational Theory.
- Ed. 217. Problems of Secondary Education.
- Ed. 223. Research in Education.
- Ed. 224. Experimental Education.
- Ed. 240. Women in Administration.
- Ed. 243. Problems in Educational Administration.
- Psych. 212. Psychological and Statistical Methods Applied to Education.
- Psych. 213. Conference and Seminar Course.
- Psych. 214. Advanced Educational Psychology.
- Psych. 215. Advanced Educational Tests and Measurements.

The following courses are also suggested for graduate students in Education: Ed. 106, Ed. 108, Ed. 110, Ed. 115, Ed. 134, Ed. 144, Ed. 147; Biotics 101, Biotics 201; Psych. 104, Psych. 105, Psych. 107, Psych. 108; Soc. 105, Soc. 130.