

COLORADO STATE TEACHERS COLLEGE

BULLETIN



CATALOG AND YEAR BOOK

1926 - 1927

GREELEY

SERIES XXVI

APRIL

NUMBER 1

**COLORADO STATE TEACHERS COLLEGE
BULLETIN**

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CATALOG
AND
YEAR BOOK

69/82

COLORADO STATE TEACHERS COLLEGE

1926—1927

GREELEY, COLORADO
PUBLISHED BY THE COLLEGE
APRIL, 1926

THE COLLEGE CALENDAR

1926

<i>Sept. 22, 23,</i>	<i>Wednesday, Thursday</i>	}	Matriculation and
<i>24, 27,</i>	<i>Friday, Monday</i>	}	Registration of freshmen
<i>Sept. 28,</i>	<i>Tuesday</i>		Registration of upper classmen
<i>Sept. 29,</i>	<i>Wednesday</i>		Classes begin
<i>Nov. 25-26,</i>	<i>Thursday-Friday</i>		Thanksgiving recess
<i>Dec. 16,</i>	<i>Thursday</i>		Fall Quarter closes
<i>Dec. 28,</i>	<i>Tuesday</i>		Winter Quarter begins

1927

<i>Mar. 11,</i>	<i>Friday</i>		Winter Quarter closes
<i>Mar. 15,</i>	<i>Tuesday</i>		Spring Quarter begins
<i>May 6,</i>	<i>Friday</i>		Insignia Day
<i>June 1,</i>	<i>Wednesday</i>		Commencement
<i>June 14,</i>	<i>Tuesday</i>		Registration for Summer Quarter
<i>June 15,</i>	<i>Wednesday</i>		Classes begin
<i>Sept. 27,</i>	<i>Tuesday</i>		Fall Quarter begins

IMPORTANT ANNOUNCEMENT

Certificate of High School Graduation—Students enrolling for the first time in the College and those whose admission to the College has not yet been formally arranged must secure a "College Matriculation Blank" from the Registrar. Entrance credits will be accepted only on this blank. This blank includes a formal application for admission, a transcript of entrance subjects, and a recommendation from the principal or superintendent. Send the application to your principal or superintendent, who will forward the same, completed, direct to the Registrar. Do not present a diploma unless full and complete data indicated above are not available.

Special summer students may not consider themselves candidates for graduation until properly matriculated. This means that entrance credits must be presented, as indicated above, unless admission is accepted in some other approved manner. All students, even though once graduated, are required to readjust their admission to correspond with regulations which went into effect September 1, 1923.

Students not high school graduates may be admitted conditionally upon presenting a transcript showing the completion of fourteen units, in designated groups. This condition must be removed during the first year by taking one unit of work in Teachers College High School.

Special Admissions—See page 37 for a statement concerning other ways of gaining entrance, either as regular or unclassified students.

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PART I
ORGANIZATION OF THE COLLEGE

OFFICERS OF GOVERNMENT AND ADMINISTRATION

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GEORGE WILLARD FRASIER, Ph.D., LL.D.
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President and Vice-President of the College ex-officio.

-
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A.B., Leland Stanford Junior University; Student, University of Chicago; Graduate Student, Johns Hopkins University; Director of Athletics, Vanderbilt University; Assistant Professor of Hygiene, Leland Stanford Junior University; Captain, U. S. Army.
- FLORENCE LOWE *Assistant Professor of Fine Arts*
A.B., Colorado State Teachers College; Student, Chicago Art Institute; Student, California School of Fine Arts; Student, Teachers College, Columbia University; Teacher two years, Laramie, Wyoming, Public Schools.
- ELIZABETH LUZMOOR *Assistant Professor of Elementary Education*
B.S., University of Iowa; Student, Colorado State Teachers College; Teacher, Colorado Public Schools; Teacher, University Elementary School, Iowa City, Iowa; Pi Lambda Theta.
- GENEVIEVE L. LYFORD *Professor of Kindergarten Education*
B.S., Teachers College, Columbia University; A.M., Colorado State Teachers College; Graduate, Oregon Agricultural College; Graduate, Kindergarten Normal, Galesburg, Illinois; Graduate Student, University of Chicago; Teacher in Summer Schools, University of Tennessee, Iowa State Teachers College; Kindergarten Training Teacher, State Teachers College, Warrensburg, Missouri; State Teachers College, Valley City, North Dakota; State Teachers College, Moorhead, Minnesota; Research in Pre-School and Kindergarten Education, Boston, New York City, Detroit, Washington, and the University of Iowa; author of "Textbook for Training Kindergartners."
- DONALD WILLIAM MACKEY *Acting Assistant Director of Extension Service*
A.B., A.M., Colorado State Teachers College; Student, Cornell University, Colorado College, University of Colorado; Principal, West Leyden, New York; Director of Physical Education, Dunkirk, New York; Principal, Trucon Consolidated School, Yoder, Colorado; Superintendent of Schools, Monument, Colorado; Teaching Fellow in Education, State Teachers College; Assistant in Education Department, Colorado College; Kappa Delta Pi; Phi Delta Kappa; Pi Kappa Delta.
- THOMAS JEFFERSON MAHAN *Assistant Professor of Education*
A.B., A.M., Colorado State Teachers College; Student, Central Missouri State Teachers College, Warrensburg, Missouri; Teacher, Public Schools, Russellville, Missouri; Instructor in English and History, Tayabas Provincial High School, Lucena, Tayabas, Philippine Islands; Principal, Elementary Training School, Vigan, Ilocos Sur, Philippine Islands; Principal, Ward School, Leadville, Colorado; Instructor in Social Science, Denver City Schools; Instructor in Education, Colorado State Teachers College; Lambda Gamma Kappa, Kappa Delta Pi.
- ARTHUR ERNEST MALLORY *Principal of College High School; Professor of Secondary Mathematics*
A.B., A.M., University of Kansas; Instructor Mathematics and Science, Great Bend, Kansas; Superintendent of Schools, Burton, Kansas; Scientific Assistant, U. S. Bureau of Entomology.

*On leave.

- ANNIE MARGARET McCOWEN *Associate Professor of Elementary Education*
A.B., Bessie Tift College; B.S., A.M., Teachers College, Columbia University; Diploma in Elementary Supervision, Teachers College, Columbia University; Instructor Rural School, Excelsior, Georgia; Critic Teacher, Teachers College, Greenville, N. C.
- LUCY NEELY McLANE *Associate Professor of Secondary English*
A.B., Colorado State Teachers College; B.L.L., Emerson College of Oratory, Boston; Student, Columbia University; Student, College of Speech Arts, Boston; Graduate Student, Boston University; Assistant Director, Story Telling and Dramatic Art, North End Settlement, Boston; Pi Kappa Delta.
- VIVIEN MERRIMAN *Associate Professor of Commercial Education*
A.B., A.M., Denver University; National Gregg Teachers Certificate; Zaner Penmanship Certificate; Instructor, History and English, Cass Technical High School, Detroit, Michigan; Instructor, History and Shorthand, Detroit High School of Commerce; Instructor in Americanization Work and Commercial Work in the Continuation and Public Night School in Detroit.
- ESTELL MOHR *Assistant Professor of Public School Music*
B.S., Music Education, Columbia University; Public School Music Diploma, Bowling Green Normal College, Bowling Green, Ohio.
- GEORGIA ETHEL MOORE *Assistant Professor of Fine Arts*
B.S., Diploma in Fine Arts, Teachers College, Columbia University; Student, University of Washington; Instructor, City Schools, Lind, Chewelah, Spokane, Washington.
- *ROBERT HUGH MORRISON *Assistant Director Extension Service; Associate Professor of Extra-Mural Education*
A.B., Michigan State Normal College; A.M., Colorado State Teachers College; Superintendent of Schools, Centreville, Michigan; Principal Durant School, Flint, Michigan; Director Physical Education, Flint, Michigan; Principal Junior High School, Saginaw, Michigan; Pi Kappa Delta, Kappa Delta Pi.
- VERA NEWBURN *Acting Assistant Professor of Household Arts*
B.S., Hastings College, Hastings, Nebraska; M.S., Teachers College, Columbia University; Student, University of Nebraska; Teacher, High School, Aurora, Nebraska.
- A. EVELYN NEWMAN *Dean of Women; Professor of English Literature*
A.B., Kentucky State Normal School; Ph.B., A.M., University of Chicago; Assistant Head of Beecher Hall, University of Chicago; Graduate Fellowship, University of Chicago; Assistant Dean of Women and Teacher of English and Sociology, State Normal School, Moorhead, Minnesota; Graduate Student Columbia University; Executive and Field Secretary of Art Student Work for The Young Women's Christian Association, New York City; Member of Women's International Congress at The Hague, 1915; Army Welfare and Educational Worker in France and Germany, for the Young Men's Christian Association, 1917-1919; Member of Summer School, Oxford, England, 1923; Member of Sherwood Eddy's Travel Seminar, Europe, Summer of 1925.
- LESTER EDWIN OPP *Assistant Professor of Music*
Piano and 'cello, Dana's Musical Institute, Warren, Ohio; Mus.B., Dana's Musical Institute; 'Cellist, First Stand, D.M.I. Symphony Orchestra and D.M.I. String Orchestra; Instructor, 'Cello, Newcastle, Pennsylvania, High School.
- IVAREA BEIL OPP *Instructor in Reed Instruments*
Student Dana's Musical Institute, Warren, Ohio; member D.M.I. Symphony Orchestra and Concert Band; Chautauqua and Lyceum Entertainer.
- WILLIAM BIDWELL PAGE *Library Assistant; Instructor Library Administration*
M.D., University of Michigan.
- ORA BROOKS PEAKE *Associate Professor of History*
Pd.B., Michigan State Teachers College, Ypsilanti, Michigan; A.B., A.M., University of Michigan; Graduate Student, University of Chicago; Teacher in the rural schools of Ionia County, Michigan; Junior High School, Portland, Michigan; History and Civics in Senior High Schools at Homer, Portland, Battle Creek and Bay City, Michigan; Teacher of History and Civics, North Denver High School, Denver, Colorado.

*On leave.

- ETHEL BLANCHE PICKETT** *Associate Professor of Household Science*
 B.S., A.M., Professional Diploma in Education, Teachers College, Columbia University; Student, Pratt Institute; Teacher, Rural and City Schools, Carthage, Missouri; Head of Department of Home Economics, State Normal School, Silver City, New Mexico.
- JAMES H. RISLEY** *Professor of Extra-Mural Education*
 A.B., Indiana University; A.M., University of Chicago; Certificate School Administration, Teachers College, Columbia University; Principal High School, Petersburg, Indiana; Owensboro, Kentucky; Superintendent City Schools, Mt. Vernon, Indiana; Owensboro, Kentucky; Superintendent City Schools, Pueblo, District No. 1, since 1921; charter member Kappa Delta Pi, Mount Vernon, Indiana.
- LUCY LYNDE ROSENQUIST** *Associate Professor of Primary Education*
 B.S., Fremont Normal College, Fremont, Nebraska; Kindergarten-Primary Supervisor's Certificate, University of Chicago; Kindergarten Director, Schuyler, Nebraska, Public Schools; Principal, McCormick's Orthogenic School, Chicago, Illinois; Kindergarten-Primary Supervisor, Public Schools, Mobile, Alabama; Head of Kindergarten Department, Nebraska State Teachers College, Peru, Nebraska.
- MARGARET MOORE ROUDEBUSH** *Professor of Household Arts*
 A.B., State Woman's College of Mississippi; Graduate Student, Bryn Mawr College; Teacher in the Public Schools of Mississippi; Instructor in English and History, Smith Academy, St. Louis, Missouri; Supervisor of Home Economics, Oshkosh, Wisconsin; Dean of Women and Head of the Home Economics Department, University of Mississippi; Instructor in Household Art, Western Reserve University; Instructor in Household Art, University of Washington, Seattle, Washington; Ph.B., University of Chicago.
- EARLE UNDERWOOD RUGG** *Professor of Education*
 A.B., A.M., University of Illinois; Ph.D., Teachers College, Columbia University; Teacher of History and Civics in Monmouth, Illinois, High School and in Oak Park, Illinois, High School; Instructor in Political Science, Illinois Normal University; Assistant in Social Sciences at Teachers College, Columbia University, and Assistant in Educational Research in Lincoln and Horace Mann Schools; Author of "Street Railway Franchises in Illinois," "Character and Value of Standardized Tests in History," "Supervised Study in History," and "How the Current Courses in History, Geography and Civics Came to Be;" Managing Editor "The Teachers Journal and Abstract;" Phi Delta Kappa, Kappa Delta Pi.
- OTTO WILLIAM SCHAEFER** *Associate Professor of Industrial Arts*
 Student of William Walker, Art Binder of Edinburgh, Scotland; Head of Bookbinding Department, B. F. Wade Printing Company, Toledo; Head of Stamping and Finishing Department, Kistler Stationery Company, Denver; Head of Binding Departments in Cleveland, Detroit, Asheville, Riverside, and Los Angeles.
- EDITH MARIE SELBERG** *Assistant Professor of Biology*
 A.B., A.M., Colorado State Teachers College; Fellow, Biology Department, Colorado State Teachers College; Graduate Student, Chicago University; Kappa Delta Pi.
- JOHN HENRY SHAW** *Editor of Official Publications;
 Instructor in Journalism*
 Reporter, Copy Reader, Assistant Financial Editor, Railroad Editor, Philadelphia, Pa., Press; Reporter, Philadelphia Inquirer, Philadelphia Record; Railroad Editor, Philadelphia Public Ledger; Staff Correspondent, Philadelphia Press; Correspondent, New York World, Chicago Tribune, Correspondent, Associated Press; Reporter, Copy Reader, Denver, Colo., Post, Rocky Mountain News, Denver, Colo.; Managing Editor and Editorial Writer, Pueblo, Colo., Chieftain; Editor, Fort Collins, Colo., Morning Express; Editor, Sterling, Colo., Evening Advocate; Owner and Publisher, Sterling, Colo., Enterprise.
- ANGIE S. K. SOUTHARD** *Instructor in Music Appreciation*
 A.B., Wellesley College; studied piano in New York and Berlin; taught in New York and Curitiba, Brazil; accompanist at the Metropolitan Opera House, New York.
- CORA MAY THOMAS** *Library Assistant;
 Classifier and Cataloger*
 Pd.B., Colorado State Teachers College; eleven years Assistant Librarian, Greeley Public Library.

- J. J. THOMAS *Assistant Professor of Music*
A.C.M., Dana Musical Institute; Violin Pupil of Charles H. Lowry, who was a student of Theodore Spearing; Pupil of John Hundertmark; Theory pupil of Rei Christopher and Prof. J. D. Cook; Band and Orchestral Conducting under Professor Lynn B. Dana; Assistant Director of American Air Service Band, England; Musician with the Chautauqua Lake Symphony Orchestra and Concert Band, Chautauqua Lake, New York.
- A. L. THRELKELD *Professor of Extra-Mural Education*
B.S., University of Missouri; A.M., Teachers College, Columbia University; Graduate State Teachers College, Kirksville, Missouri; special study in summer sessions, University of Wisconsin and Chicago University; teacher and coach of athletics, high school, Kirksville, Missouri; Superintendent of Schools, Bunton, Unionville and Chillicothe, Missouri; Assistant Superintendent and Deputy Superintendent of Schools, Denver, Colorado; President Missouri State Teachers Association, 1921; Phi Delta Kappa, Kappa Delta Pi.
- FRANCES TOBEY *Professor of English*
B.S., Western Normal College, Iowa; A.B., Colorado State Teachers College; Graduate, Emerson College of Oratory, Boston; Student, Oxford University; Member Faculty, Emerson College of Oratory, Boston; Chair of English and Reading, Denver Normal School; Editor, Emerson College Magazine; Kappa Delta Pi, Pi Kappa Delta.
- FLOSS ANN TURNER *Associate Professor of Primary Education*
Ph.B., University of Chicago; Diploma State Teachers College, Warrensburg, Missouri; Student, Teachers College, Columbia University; Student, University of Utah; Primary Teacher, Roswell, New Mexico; Primary Teacher and Supervisor, Jordan Consolidated District, Salt Lake County, Utah; Teacher, Demonstration School, City Normal School, Cleveland, Ohio, Summer 1918; Teacher of History and Dean of High School Dormitories, Carbon County, Utah; Supervisor, State Teachers College, Mankato, Minnesota.
- CHARLES FRANKLIN VALENTINE *Assistant Professor of Physics*
A.B., Kalamazoo College; A.M., Teachers College, New York; Head of Science Department, Dowagiac High School, Dowagiac, Michigan; Principal High School, Hartford, Michigan; Head of Physics Department, Flint High School and Junior College, Flint Michigan.
- SUSAN HART VAN METER *Associate Professor of Elementary Education*
Ed.B., Colorado State Teachers College; B.S. in Education, University of Missouri; Graduate Student, Colorado State Teachers College; Graduate Student, Ohio State University; Teacher, Rural and Grade Schools, Maryville, Missouri; Principal, Upper Grades, Como, Colorado; Instructor in Mathematics, Hamilton, Missouri; Superintendent of School, Union Star, Missouri; Instructor in Teacher Training, High School, La Plata, Missouri; Critic Teacher, State Teachers College, Cape Girardeau, Missouri.
- FREDERICK LAMSON WHITNEY *Director of Educational Research; Professor of Education*
Ed.B., Ph.B., A.M., University of Chicago; Ph.D., University of Minnesota; Superintendent of Schools, Grafton, North Dakota, and Huron, South Dakota; Principal of the Monroe Elementary School, Minneapolis; Superintendent of Training Department, Duluth State Teachers College; Assistant, Department of Educational Administration, College of Education, University of Minnesota; Director of Training School, State Teachers College, Moorhead, Minnesota; Curriculum Specialist, Department of Curriculum Revision, Denver Public Schools; Author "The Prediction of Teaching Success," Journal of Education Research Monograph, No. 6, 1924; Phi Delta Kappa, Kappa Delta Pi.
- EDITH GALE WIERKING *Associate Professor of Household Arts*
A.B., Colorado State Teachers College; Student, Laird's Seminary for Young Ladies, Philadelphia, Pennsylvania; Student, Philadelphia School of Design; Teacher six years, Greeley City Schools.
- GRACE HANNAH WILSON *Assistant Professor of Education; Director of Religious Activities*
Ed.B., Colorado State Teachers College; A.B., Colorado College; Graduate Student, Harvard University; Secretary Young Women's Christian Association, Iowa State Teachers College.
- WILLIAM LAWRENCE WRINKLE *Assistant Professor of Secondary Social Science*
A.B., A.M., Colorado State Teachers College; Superintendent Buckingham Centralized Schools, Buckingham, Colorado; Kappa Delta Pi, Lambda Gamma Kappa.

SPECIAL FACULTY AND GENERAL LECTURERS

SUMMER QUARTER, 1926

Herewith is a partial list of eminent educators and lecturers who will serve on the special faculty for the Summer Quarter, 1926. The list is complete up to the time this Bulletin went to press. There will be others added, and the entire list makes up one of the outstanding features of the Summer Quarter. It furnishes an opportunity to come into personal contact with national leaders in their separate fields.

- T. RAYMONT, Warden Goldsmiths' College, University of London. Courses in Education.
- VERNON BROWN, Psychologist; Lecturer in Education and Educational Psychology, Armstrong College, Durham University; Secretary of the Durham University Committee for Education and for the Examining Board for the Teachers' Certificate. Courses in Psychology.
- PROF. ELLEN C. OAKDEN, Member of the faculty of Goldsmiths' College, University of London. Courses in English Literature.
- DR. L. A. PECHSTEIN, Dean of the College of Education, University of Cincinnati. Courses in Educational Psychology.
- MR. J. H. HOLST, Dean of Montana State College. Courses in Educational Psychology.
- MR. B. W. PEET, Head of Department of Chemistry, Michigan State Normal College. Courses in Chemistry.
- DR. SAMUEL B. HARDING, Head of Department of History, University of Minnesota; Author, Lecturer, and Teacher in Historical subjects. Courses in History and Political Science.
- MR. HOWARD JONES, Head Coach, University of Southern California. Courses in Coaching.
- MR. JOHN C. STONE, Head of Department of Mathematics, State Normal School, Montclair, New Jersey. Special Lecturer, New York University; Author. Courses in Mathematics.
- DR. GEORGE B. STRAYER, Professor of Education and Director of the Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University; Lecturer and Author. Courses in Education.
- MR. C. R. FOSTER, Assistant Superintendent of Schools, Pittsburgh, Pa. Courses in Education.
- MR. A. L. THRELKELD, Deputy Superintendent of Schools, Denver, Colorado; Specialist in Public School Curriculum Work. Courses in Education.
- DR. EDWARD S. EVENDEN, Professor of Education, Teachers College, Columbia University; Special Lecturer and Author. Courses in Education.

- COL. J. E. HUCHINGSON, Head of Department of Commercial Education, Public Accountant and expert in Efficiency Organization and Administration. Courses in Commercial Education.
- PROF. LUCIA DEMENT, Department of Fine Arts, Teachers College, Columbia University. Courses in Art.
- MR. JOHN AIKMAN, Nebraska Wesleyan University. Courses in Biology.
- PROF. OTHO HANSCOM, Intermediate Supervisor State Teachers College, Denton, Texas. Courses in Intermediate Supervision.
- DR. GEORGE E. RAIGUEL, Physician and Lecturer on History and Politics; Staff Lecturer on International Politics for the American Society for University Teaching. Lecturer.
- DR. DAVID SNEDDEN, Professor of Education, Columbia University; Author and Lecturer. Lecturer.
- MISS ALICE HANTHORN, Supervisor Cleveland Public Schools, Cleveland, Ohio. Courses in Education.
- DR. CARLETON W. WASHBURNE, Superintendent of Schools, Winnetka, Illinois; expert in the field of Individual Instruction. Courses in Education.
- PROF. ROLLO BROWN, Author and Lecturer on Literature and Philosophy. Lecturer.
- DR. EDWARD HOWARD GRIGGS, Author and Lecturer on Literature and Philosophy. Lecturer.
- DR. PAUL BLANSHARD, Special Lecturer for the League for Industrial Democracy. Lecturer.
- DR. HERBERT ADAMS GIBBONS, Historian and Political Economist; Author and Lecturer on International Relations. Lecturer.
- MR. JOHN WELLS RAYHILL, Topeka, Kansas; Lecturer on Modern Religious Thought. Lecturer.
- DR. H. C. ABBOTT, Member of the faculty of the University of South Dakota. Courses in Biology and Nature Study.
- MR. JOHN CROWE RANSOM, Professor of English, Vanderbilt University. Courses in Literature.
- MR. O. C. PRATT, Superintendent of Schools, Spokane, Washington. Courses in Education.

COMMITTEES OF THE FACULTY

FACULTY COUNCIL

The President of the College, Ex-officio; the Vice-President of the College, Ex-officio; the Dean of Women, Ex-officio; Kendel, Tobey, Barker, Bishop, Jean.

COMMITTEE ON COMMITTEES

The President of the College, Ex-officio; the Vice-President of the College, Ex-officio; Dickerson, Baker, Finley, Heilman, Colvin.

Admission and Credits: Vice-President of the College, Principal of High School, Registrar.

Alumni: Carter, Kendel, Lowe, Mahan, Morrison, Wiebking.

Arts-Crafts: Baker, Foulk, Hill, Schaefer, Wiebking.

Calendar: Cooper, Newman, McLane, Tobey.

Curriculum: Armentrout, Colvin, Cross, Jean, Rugg, Whitney.

Estes Park Outings: Bell, Bishop, Hargrove.

Faculty Club: Bedinger, Cave, Clasbey, Herman, Howerth, Lowe, Lyford, Merriman, Rosenquist, Roudebush, Thomas.

Loan Funds: Vice-President of the College, Dean of Women, Principal of the High School, Secretary to the Board of Trustees.

Museum: Barker, Binnewies, Carter, Hadden, Hill.

Religious Organizations: Bishop, Bryson, Campbell, Finley, Van Meter.

Research: Boardman, Ganders, Heilman, Jean, Rugg, Whitney.

Extension: Armentrout, Bowers, Dickerson, Director of Extension Service, Harrah, Morrison, Whitney.

Radio: Cline, Herman, Shaw, Valentine.

Visual Education: Bowers, Herman, Knies, Long.

Women's Buildings: Dean of Women, Davis, Pickett.

PART II
GENERAL INFORMATION

HISTORICAL SKETCH

The State Normal School of Colorado was established by an act of the Legislature of 1889. The first school year began October 6, 1890.

At the beginning of its second year the school was reorganized and the course extended to four years. This course admitted grammar school graduates to the freshman year, and others to such classes as their ability and attainment would allow.

At a meeting of the Board of Trustees held June 2, 1897, a resolution was adopted admitting only high school graduates or those who had an equivalent preparation, and practical teachers. This policy made the institution a professional school in the strictest sense.

The Eighteenth General Assembly passed an act making the State Normal School at Greeley, Colorado, also the State Teachers College of Colorado. In the catalog and in all the official publications hereafter the title, "Colorado State Teachers College" will be used.

LOCATION

Colorado State Teachers College is located in Greeley, Weld County, Colorado, on the Union Pacific and the Colorado & Southern Railways, fifty-two miles north of Denver. This city is in the valley of the Cache la Poudre river, one of the richest agricultural sections of the state. The altitude is 4,567 feet above sea level. The streets are lined with trees, forming beautiful avenues. The elevation and distance from the mountains render the climate mild and healthful. The city is one of Christian homes and contains churches of all the leading denominations. There are 14,000 inhabitants.

PLANT

The plant consists of twelve attractive and substantial buildings, beautiful in their architectural lines, with interiors designed with a view to maximum service. Work on a large and model gymnasium has just been started, and other buildings are to be added as soon as possible. Among the new structures to be erected is an auditorium. The buildings which at present comprise the physical plant are:

THE ADMINISTRATION BUILDING—The main or Administration Building is 240 feet long and 80 feet wide. It has in it executive offices, classrooms, and class museums. Its halls are wide and commodious and are occupied by statuary and other works of art, which makes them very pleasing. A Natural History Museum, which is regarded as one of the most complete and interesting in the state, occupies a large part of the upper floor of this building. The broadcasting room of Station KFKA, operated by and under the name of Colorado State Teachers College, is also located on the top floor of this building.

THE LIBRARY—This imposing structure of gray stone forms the central unit of a group of three buildings, forming a link between the Administration Building on the west and the Training Schools on the east. It contains 58,500 volumes, a large picture collection, and several thousand pamphlets. The two floors are used for library purposes. The main floor is a reading and general reference room, where are shelved many of the periodicals and reference books. On this floor also are kept reserved books, which are for special use within the building. The basement floor contains the general book collection stacks, government publications, and unbound volumes of magazines. An automatic electric book lift operates between the floors. The volumes in the library have been selected with special reference to needs of students in education, for teachers, and for educational research work.

THE TRAINING SCHOOLS—The Training School building is the home of the Training Schools of the College, namely, the Teachers College High School, the Junior High School, the Elementary School, and the Kindergarten. It is a commodious building of red pressed brick and similar in style to the Administration Building. In its construction no pains or expense have been spared to make it sanitary, fireproof, and in every possible way an ideal building for a completely graded training school from the kindergarten to the senior year of the high school, inclusive. An expenditure approaching \$300,000.00 has been made to provide a training school center comparable in every way with any building in the country devoted to similar use.

INDUSTRIAL ARTS—The Simon Guggenheim Hall of Industrial Arts is a beautiful building, constructed of gray pressed brick. It accommodates the departments of Manual Training and Art, including every branch of handwork and art training applicable to the highest type of public school of the present and immediate future. This building is a gift to the College from Senator Simon Guggenheim.

THE CONSERVATORY OF MUSIC—The Conservatory of Music was formerly the President's House. The large, attractive, and home-like property, formerly the center of much social life on the campus, became the home of the Conservatory of Music with the opening of the Summer Quarter, 1924. It is especially well suited for the new purposes to which it has been put. It is well arranged for studio work, private, and class lessons, with opportunity for the segregation of the different music departments. A large recital room is located on the top floor.

THE MODEL COTTAGE—In order that students pursuing studies in Home Economics shall have practical training, the College maintains this building. It is a model cottage of five rooms and is used for demonstrations in home furnishings and housekeeping.

THE CLUB HOUSE—This is the center of social life on the campus. An immense reception room stretching the entire width of the building affords a most appropriate setting for social occasions, both formal and informal. A combination veranda and sun parlor, which extends around three sides of the building, is the scene of many cozy afternoon teas, presided over by students and faculty. On the lower floor there is a most attractive private dining room complete in appointments, with a fully equipped kitchen close by. The lower floor also contains the Grotto, which is the scene of parties practically six nights a week during the college year.

THE GYMNASIUM-AUDITORIUM—A temporary wooden structure was built during the war period to take care of the needs for a gymnasium and auditorium. This structure has served these combined needs during all this time, but it is soon to give way to the modern gymnasium now in course of construction. When the new gymnasium is ready for use, which will probably be some time during the next winter or early in the spring, this large wooden structure will be moved to another part of the campus and used as an auxiliary cafeteria to relieve the overcrowded condition which now exists in the cafeteria on the lower floor of the Home Economics building.

THE HOUSEHOLD ARTS BUILDING—This is a structure similar in construction, color, material and architectural design to the Industrial Arts building. It is three stories high and contains ample room for all the classrooms, laboratories, kitchens, dining rooms, and work-rooms for a well-organized department of Household Arts in a teachers college, including both Household Arts and Household Science. A well-arranged cafeteria is maintained to provide meals for students.

THE DORMITORIES—Three new cottage dormitories were opened in the Fall quarter, 1921. Each houses from thirty to fifty students. The small houses make it possible to maintain the atmosphere and customs

of a well-ordered home. The rooms are airy and well furnished. Each is provided with two single couch beds, two closets, and with hot and cold running water. Each house has large and delightful living room, a kitchenette, and facilities in the basement for washing and ironing. No meals are cooked in the houses. The kitchenettes are for social purposes and for emergency cooking only.

Though time is very precious, divided as it is among classroom studies, departmental clubs, and extra-curricula activities, the hall girls make it possible to have fall getting-acquainted parties, with popcorn and fudge accompaniments, Winter story hours in the attractive living rooms, made more attractive by firelight and candle glow, and spring waffle breakfasts in the club house or picnic suppers in the ravine.

Belford Hall is the largest of the three. It has accommodations for fifty-two girls. Each building is in charge of a director. This hall was named for Mrs. Frances Belford, a prominent Colorado woman, who for many years was on the Board of Trustees of Colorado State Teachers College.

Decker Hall is on the east side of Belford. It has accommodations for thirty-one girls and a director. It was named for Mrs. Sarah Platt Decker, who was not only prominent in Colorado, but known throughout the country as a pioneer worker in the Women's Club movement. She was president of the National Federation of Women's Clubs for many years.

Gordon Hall, southwest of Belford, has accommodations for thirty-one girls and a director. It was named for Mrs. Sophia Park Gordon of Pueblo. Like Mrs. Belford and Mrs. Decker, she was an active worker for civic and social betterment. She was one of the most active members on the Board of Charities and Corrections in the State of Colorado.

Only freshman girls now occupy the dormitories. This ruling was made in order that young girls away from home for the first time might be better cared for. After a girl has been in college a year, it is easier for her to find a suitable room in a private home.

Each student living in the College dormitories is expected to care for her room and to provide the following articles:

- Two pairs of sheets for a single bed
- Three pillow cases of 42-inch tubing
- Three bath towels
- Three face towels
- Three wash cloths
- Two blankets and one comforter.

In addition to these, each student may bring her own sofa cushions, pictures, pennants, and other articles for decoration and personal comfort.

Rooms rent at \$25.00, \$27.00 and \$28.00 per quarter for each student, with two students in each room.

Students who make applications for a room in the dormitories will deposit \$7.00. This deposit will be applied to the room rent the student pays for the quarter. Rent will be paid in advance for each quarter. In no case will rooms be rented except upon the quarterly plan. Students desiring rooms in the dormitories are requested to write to the dean of women at their earliest convenience, in order that their names may be placed upon the waiting list.

OTHER BUILDINGS—Other service buildings, such as an ample heating plant, garages, automobile repair shops, and the like, are maintained.

THE CAMPUS

Surrounding the buildings is a beautiful campus of forty acres. It is covered with trees and grass and dotted here and there with shrubs and flowers.

In the rear of the buildings is a large playground, which covers several acres. In the southwestern portion of this playground is a

general athletic field, a complete view of which can be secured from a grandstand which will accommodate more than a thousand spectators. On the portion of the ground adjacent to the buildings there is a complete outdoor gymnasium. To the south of the buildings are located the tennis courts.

SCHOOL GARDEN

One of the pleasing features of the Spring, Summer and Fall quarters of the school is the school garden. This garden occupies several acres of ground and is divided into four units—the conservatory, the formal garden, the vegetable garden, and the nursery. From the conservatory the student passes into the large formal garden, where all kinds of flowers, old and new, abound. Here may be found the first snowdrop of early March and the last aster of late October.

DEPARTMENTAL MUSEUMS

The museums of Colorado State Teachers College are fully developed for actual use. Each department maintains a well-arranged museum. The objects in the museums are such as may be used by way of illustrating lessons.

EQUIPMENT

The institution is well equipped in the way of laboratories, libraries, gymnasiums, playgrounds, an athletic field, art collection, museums, and a school garden. The library has 58,500 volumes. There is ample opportunity to work out subjects requiring library research. There is a handicraft department connected with the library wherein a student may learn how to conduct a library.

THE GREELEY WATER

The water supply of Greeley is obtained from the canon of the Cache la Poudre, forty miles from Greeley, in the mountains. The water is passed through settling basins and filters until all foreign matter is removed. The supply is clear, pure, and ample for all needs of the city. The system was constructed at an expense of \$400,000.00 and is owned by the city.

MAINTENANCE OF THE COLLEGE

The maintenance of the College comes from a state mill tax and from special appropriations made by the legislature.

GOVERNMENT

Colorado State Teachers College is under the management of a Board of Trustees of seven members appointed by the governor of the state. The State Superintendent of Public Instruction serves ex-officio.

The control of student affairs, including matters of conduct and discipline, social life, and the larger phases of student policy, is in the hands of the Associated Students, an organization of the entire student body. Every regularly enrolled student at the time of registration is required to become a member of the association and pay a quarterly fee of \$2.50, which admits the student to all Associated Student activities with the exception of athletics and benefits.

The affairs of the association are managed by an elected council consisting of the class presidents, two representatives from each class, the officers of the association, and the editors of the student publications.

A unit of the National Organization of Associated Women Students has been formed with the purpose of bringing the entire body of women more closely together for the solving of women's problems on

the campus and for helping to maintain the standards of student self-government. It in no way interferes with the activities of the Associated Students but rather co-operates in the fullest possible way. Every woman student on the campus becomes a member of this organization by payment of twenty-five cents due at registration.

FUNCTION OF THE COLLEGE

The purpose of the College is to train teachers for public school service. Being supported by public taxation of all the property of the State of Colorado, the College aims first to prepare teachers for all types of public schools maintained within the State of Colorado. This includes rural schools, kindergartens, primary, intermediate grade, upper grade, junior high schools, and senior high schools. The College also accepts the responsibility of training supervisors for rural schools, principals, superintendents, teachers of home economics, industrial arts, fine and applied arts, training school teachers, teachers of defective and atypical children, teachers for adult night schools, etc.

While the College is supported for the training of Colorado teachers, it welcomes students from any state or country and sends its teachers wherever they may be called. Students come to Colorado State Teachers College from many states, and its graduates go in large numbers into the neighboring states and in smaller numbers into distant states and countries.

The College recognizes as its plain duty and accepts as its function the training of students to become teachers in every type of school at present supported by the state, to meet all the demands of the public school system, to forecast those improvements and reforms which the evolution of public systems of education is to bring about in the immediate future, and to train teachers to be ready to serve in and direct the new schools which are in process of being evolved.

STANDARD OF THE COLLEGE

It is the purpose of the trustees and faculty of Colorado State Teachers College to maintain a high standard of scholarship and professional training. Those who are graduated are to be thoroughly prepared and worthy of all for which their diplomas stand. It is the policy of the school by making all graduates "worthy of their hire" to protect those who employ them, for in so doing it protects no less the graduates and the children whom they teach.

As a member of the North Central Association of Colleges and Secondary Schools, Colorado State Teachers College is recognized by virtually all of the institutions of higher learning, and credits earned in this College are acceptable at their face value in practically all of the colleges and universities in the United States. Especial recognition was recently given Colorado State Teachers College by the State Board of Education of California in the announcement that work completed in this College would be accepted toward fulfillment of requirements for California teachers' credentials in special subjects.

FEES AND EXPENSES

The expense of attending Colorado State Teachers College is as low as can be made possible by careful management. The total expense may be estimated by taking into account the three largest items: board, room, and college fees.

NEW ROOMING REGULATIONS

Beginning with the Fall quarter, 1925, the College required all women students to live in approved rooming houses. For this reason, it is necessary that students apply at the office of the dean of women for a list of such rooms from which they may make a selection. No

student should rent her room by mail. Prospective students are urged to come a few days before the opening of the quarter and personally select their rooms. The office of the dean of women is open during the month of September for this purpose.

Any student wishing to move from his or her rooming place must have permission from the dean of women or the dean of the College. This permission is given only in very unusual cases.

Students who wish to find roommates after they arrive in Greeley should come to the dean of women's office for a list of those desiring roommates. In selecting a room first, the student runs a great risk of finding no roommate.

BOARD AND ROOM—The dormitory triangle provides housing for 114 women students. Each room is provided with two beds and with complete accommodations for two students. Rooms in dormitories cost from \$25.00 to \$28.00 per student for a quarter. Rooms outside of the dormitories rent from \$12.00 to \$16.00 for one in a room and \$18.00 to \$24.00 for two in a room per month. Rooms equipped for light house-keeping cost from \$16.00 to \$25.00 a month for two students.

Table board costs an average of \$5.50 per week in the College cafeteria. In private boarding houses, the cost is usually \$6.00 or \$6.50 per week.

Board	\$70.00
Room	42.00
Incidental Fee	8.00
Student Association Fee.....	2.50

Total for a quarter (12 weeks).....\$114.50

Add to this your own estimate for travel, clothes, laundry, books, amusements, and the like.

TUITION—1. Tuition is free to Colorado students.

2. Tuition to non-Colorado students is \$5.00 per quarter.

FEES—The incidental fee (except in the summer quarter) is \$8.00 per quarter. This includes matriculation, enrollment, graduation, diploma, library, gymnasium, and physical education fees. This fee is paid by all, and is never refunded.

Fees for individual lessons in piano, organ, violin, and other musical instruments, and voice are extra in the College Conservatory of Music.

The regular courses for the training of teachers in public school music, supervision of music, etc., are free.

TEXTBOOKS—Students may secure the regular textbooks at the College bookroom at a reduction from the publishers' list prices.

THE SUMMER QUARTER

The summer quarter of 1927 will in general follow the plans that have prevailed during the past few years. Each instructor will include all the material in his courses that he regularly uses and will give full time to each topic. A student will carry sixteen hours of work as in other quarters.

The policy of bringing in from other institutions not only lecturers, but classroom teachers as well, will be continued and extended. Forty or more lecturers and teachers from other educational institutions will be in Greeley to give the best they have to the summer school students.

The summer school of Colorado State Teachers College began its work in 1904 with a small faculty and about two hundred students. In 1910, practically the whole faculty, exclusive of the training school and high school teachers, remained to teach through the six weeks of the summer school. In that year, there were 443 students. In 1918,

the summer term was placed upon an academic level with the other quarters of the College year. The term was lengthened to a quarter and the credits were made equal in value with those of the College year. With this step the College entered upon the four-quarter year. Today the teachers not only of Colorado, but of neighboring and distant states as well, recognize the fact that the College is doing a large service to the profession of teaching by making it possible for active teachers to keep up with the development of modern educational practice and to continue their professional education without losing time from their teaching. Nearly three thousand teachers now avail themselves of the opportunity.

Admission to the College at other times is limited to those who have fifteen units of high school work. The strict observance of this rule during the summer would make it impossible for hundreds of experienced teachers, who are not high school graduates, to get into touch with all the new movements in education which the College faculty and visiting instructors are presenting to the summer quarter students. The College opens the Summer classes to all who may profit by the instruction offered.

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

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

THE TRAINING SCHOOLS

The training schools have a two-fold function. First, they train college students in the art of teaching. Second, they maintain as nearly as possible an ideal elementary and secondary organization.

The fundamental purpose of a training school is not to serve as a research laboratory, but rather to serve as a laboratory in which the student verifies his educational theory and principles. The Training School, as a laboratory, is a teaching and testing laboratory, rather than a research laboratory. It provides an opportunity for student teachers who have a sufficient knowledge of subject matter and the theory and principles of education to receive practice in the solution of the daily problems and management under the supervision of expert training teachers. New methods that save time, new schemes for better preparing the children for life, new curricula and courses of study are continually considered by this school and tried out, provided they are sound educationally. The aim is not to develop a school that is entirely different from the elementary and secondary schools of the state, but to reveal conditions as they are and as they should be. The Training Schools strive to lead in the state in all that is new and modern. Effort is made to maintain such standards of excellence in the work that it may at all times be offered as a demonstration of good teaching under conditions as nearly normal as possible in all respects. Untrained and unskilled teachers do not practice on the pupils. This problem is solved by having in each grade or subject a trained teacher, one chosen with the greatest care, whose personality, native intelligence, and training fit him for the double duty of teaching student teachers to teach and teaching children. The training teacher is at all times responsible for the entire work of his grade or subject. The

Training Schools are planned on the theory that the best interests of student teachers and the best interests of the elementary and secondary pupils can be made to harmonize. Whatever interferes with the proper development of one interferes with the proper development of the other.

The Training Schools maintain a complete elementary and secondary school system from the kindergarten to the twelfth year. Students are required to take one quarter of observation (Ed. 2a) and one quarter of student teaching (Ed. 2b) in the Elementary or the Junior High School some time during their second year in Colorado State Teachers College. A second quarter of teaching may be elected, and in most cases is very advisable. Student teaching in the Training Schools includes conferences, observations, supervision, lesson plans, and teaching on the part of the College students. Scheduled group conferences are held the first and third Tuesdays of each calendar month.

ELEMENTARY

The Elementary Training School is a complete elementary school unit containing kindergarten, first, second, third, fourth, fifth, and sixth grades.

In the Elementary School the training teacher spends approximately one-half of his time teaching and the other half observing the student teacher. In this way inexperienced students are not allowed to disturb the advancement of children. During the first week or ten days of each quarter the training teacher does all of the classroom teaching in order to put the school in a good working attitude. The class organization is perfected and the technic of classroom management well established. During this time of adjustment the student teachers are observing the training teacher while he is getting the school well started and organized. During this period of observation, the student teacher writes up lesson plans from the lessons observed and determines from observation how the training teacher puts into actual practice the principles of teaching. Student teachers will form standards for classroom work and definite ideas for applying these standards to classroom instructions. This period gives the student teacher an opportunity to learn the names of the pupils so he can easily identify each, to discover individual differences among the pupils, facts about attendance records and reports, and like necessary information. Gradually the teaching will be placed in the hands of student teachers as their success seems to warrant. However, no student will continue teaching any considerable period of time when the class is not making progress under that individual's instruction. Under close supervision during the first part of his teaching the student teacher will not be permitted to go far astray or form bad habits in teaching, and children will not suffer under the instruction.

SECONDARY

The Secondary Training School is a complete secondary school unit containing the Junior High School, (grades seven, eight, and nine) and the Senior High School, (grades ten, eleven, and twelve).

The primary function of the Secondary School is to train that group of teachers who expect to enter the field of secondary education. A minimum of five hours of student teaching is required of all students in the senior college who expect to take their Bachelor of Arts degree. Three years of college training are prerequisite to student teaching in grades ten, eleven, and twelve. In the high school, the student teacher spends about two-fifths of his time in teaching and the remainder in observation. When not teaching, the student teacher is held responsible for preparation and participation in the discussion of the recitation just as any other member of the class.

Students will select the subjects they teach upon the recommendation of the head of the department in which they are majoring and of the Director of the Training Schools. Ed. 101, "Principles of Teaching

in the High School," precede the student teaching. This course consists of a series of systematic observations together with a study of the technic and principles of teaching in high schools.

NEW REQUIREMENTS IN STUDENT TEACHING

1. The required amount of student teaching for the Life Certificate shall be one quarter.
2. As a prerequisite to one quarter of student teaching (Ed. 2b) each student shall be required to spend one quarter in a systematic scheduled class in observation (Ed. 2a) with the training teacher with whom he is to teach the following quarter.
3. The course in observation (Ed. 2a) shall consist of two regular observation hours each week and one conference hour every two weeks with the training teacher. This course shall also include assigned readings, which will supplement the observations and prepare the student for the subsequent course in student teaching. This course in observation (Ed. 2a) shall be given one hour credit.
4. Each student shall be required to pass satisfactorily an achievement test and make a grade not less than "C" in Ed. 2a, as prerequisites to student teaching (Ed. 2b).
5. Each student making a grade of less than "C" in student teaching (Ed. 2b), shall be required to repeat the course.
6. The required amount of student teaching in the senior college for the degree shall be one quarter taken in either the elementary school (Ed. 102) or the high school (Ed. 103).
7. A second quarter of student teaching may be elected in the junior college for the Life Certificate and in the senior college for the degree.
8. Additional prerequisites for student teaching in the junior college are: Ed. 1, Ed. 5, and the method courses required for the majors listed on page 65. The prerequisite for student teaching in the high school is Ed. 101 and at least one method and one content course in the student's major.
9. A full quarter of student teaching carries five hours' credit. This course meets five days a week, and in addition one-hour group conferences are required on Tuesdays, the minimum number of which shall be those held on the first and third Tuesdays of each calendar month at four o'clock.
10. Mature students who submit the required evidence of at least three years' satisfactory experience may substitute the required student teaching for an advanced course in College upon the approval of the Director of Training Schools under the following conditions:
 1. A score above average on the standard college entrance test.
 2. A score above average on the English Exemption test.
 3. A grade of less than "C" (the average) in two college courses within one quarter disqualifies.

THE EXTENSION DEPARTMENT

To enable teachers in active service to continue their professional education while teaching, the College maintains an extension department which, through its three plans of work, now enrolls four thousand students each year.

1. **EXTRA-MURAL CLASSES**—Classes are conducted by members of the College faculty in centers that can be reached conveniently. These classes meet once a week for seventeen weeks for a period of ninety minutes. These classes are regarded as residence work up to a maximum of sixteen hours of each year's work in the College. Three hours credit. Fee \$10.00.

2. **EXTENSION CLASSES**—These classes are organized in more distant centers, and are taught by superintendents, principals, and teachers appointed by the director of the extension service. The outline of the course is made by the College instructor who gives the residence course. Seventeen meetings of ninety minutes each. Three hours credit. Fee, \$10.00.

3. **CORRESPONDENCE COURSES**—For the convenience of those who can not meet in extra-mural classes or in extension classes the College provides individual correspondence courses. Each course consists of a set of study units, which are worked through by the student. The student's response is made in writing to the instructor, who reads and grades the papers. Fee, \$2.50 per credit hour, plus a 25-cent postage fee per credit hour. A four-hour course thus costs \$11.00, a three-hour course \$8.25.

LIMITS OF EXTENSION CREDIT—Students enrolling in the College through either the residence or extension departments after September 1, 1926, will not be allowed to apply more than twenty-four credit hours of extension class or correspondence credit toward the two-year Life Certificate course or forty-eight hours toward the four-year degree course.

THE EXTENSION DEPARTMENT BULLETIN—The department publishes a bulletin giving in detail the regulations governing extra-mural, extension class, and correspondence courses, and listing all the many courses open to teachers through this service. This bulletin may be had upon request.

TEACHERS' PLACEMENT BUREAU

The College maintains a bureau to serve graduates seeking positions and school boards and superintendents seeking teachers. There is no charge for this service beyond a small charge to cover in part the cost of assembling data concerning nominees. Superintendents and school boards are invited to visit the College, to make use of the placement bureau in looking for teachers, and to meet applicants in whom they are interested. During the calendar year of 1925 the bureau placed 396 teachers in positions that paid a total of \$524,000 in salaries. Reports from the employers of these teachers indicate that 94 per cent were successful in the positions to which they were recommended by the bureau.

THE RELIGIOUS ASSOCIATIONS

Y. W. C. A. AND Y. M. C. A.—Realizing the necessity for religious and social culture in the school, and believing that much good comes of Christian association, a large number of interested students have organized themselves into the Young Women's Christian Association and the Young Men's Christian Association. Meetings are held at various times, and persons who have given considerable thought to the life and aspirations of young people are invited to address the meetings.

THE NEWMAN CLUB—The Catholic students of the College are organized into the Newman Club, the work of which is similar to that of the other Christian organizations. This club has a membership of active young people. All three of the organizations have been co-operative in forwarding the religious work and welfare of the College.

STUDENT LOAN FUNDS

There are numerous loan funds, aggregating more than \$18,000, designed to help worthy students to complete courses in Colorado State Teachers College. It not infrequently happens that a promising student meets with an unexpected loss, through sickness or other causes, which compels him either to leave school or to continue his work at the risk of low scholarship and overtaxed body and mind; unless he is able to borrow some money. It is for the purposes of meeting just such emergencies that these loan funds have been established.

Applications for loans are made to the treasurer of the College, who carefully investigates the record of the applicant, and grants his petition only in case he is satisfied that the applicant is worthy of such help, will be in a position to repay the loan within a reasonable time, and will be a credit to Colorado State Teachers College after graduation. The student furnishes a note acceptable to the treasurer and makes arrangement for its payment when due.

NORMAL STUDENTS LOAN FUND—The money constituting this fund consists of contributions from persons, classes, and organizations dis-

posed to help in the work, and of the interest derived from loans. The freshman and sophomore classes of the College quite often contribute money left after meeting class expenditures to this fund. The freshmen class of 1921-22 contributed more than \$200 for this purpose. The fund is intended particularly for those students who need some financial assistance in completing the first two years of work.

SENIOR COLLEGE LOAN FUND—This fund is an accumulation of money, contributed by four-year graduates and others who may be interested in creating a fund for those who desire to pursue a curriculum leading to the Bachelor of Arts degree. Already it has helped many worthy students to continue to the end of their four-year course.

Y. W. C. A. STUDENT AID FUND—The Young Women's Christian Association has a fund of several hundred dollars which is kept to aid students who need small sums to enable them to finish a quarter or a course. The fund is in charge of a committee consisting of the treasurer of the society, two members of its advisory board, and a member of the faculty. Loans are made without reference to membership in the society.

THE WILLIAM PORTER HERRICK MEMORIAL FUND—This fund, the gift of Mrs. Ursula D. Herrick, in memory of her husband, the late William Porter Herrick, consists of the principal sum of \$5,000. The proceeds or income of said fund are to be paid over and expended by the Board of Trustees of Colorado State Teachers College of Colorado, in aid of such worthy and promising undergraduate students of the College, of either sex, as the president of said College may from time to time designate; provided, however, that no student who uses tobacco in any form or who uses intoxicating liquors of any kind as a beverage shall participate in the benefits of this fund. The sum or sums, income or proceeds so expended by the said trustees shall be considered in the nature of a loan or loans to such students as may receive the same, and each of said recipients shall execute a note or notes promising to repay to said trustees the amount or amounts so received.

THE GREELEY ROTARY CLUB LOAN FUND—The Greeley Rotary Club has turned over to the Student Loan Committee of the College the sum of \$1,000 to be used as a loan fund for men students.

HOSPITAL LOAN FUND—The Class of 1922 turned over to the Student Loan Committee of the College the sum of \$225.00 to be used as a loan fund for those who need financial assistance in meeting hospital or medical expenses.

THE J. C. KENDEL MUSIC LOAN FUND—This fund was started in February, 1924, from a balance turned over by the May Music Festival Committee for that purpose and is available to music majors only. In appreciation of the efforts put forth by Mr. Kendel in conducting the May Music Festival, the committee decided to call this fund "The J. C. Kendel Music Loan Fund."

THE SARAH PLATT DECKER MEMORIAL FUND—This fund, established on April 7, 1926, by the Sarah Platt Decker Memorial Association in memory of the late Sarah Platt Decker, consists of the sum of \$3,658.00 which is to be loaned to female students of Colorado State Teachers College under such terms as shall from time to time be determined by the Loan Fund Committee of the College.

GRADUATE LOAN FUNDS—For information about graduate loan funds, see page 45.

SCHOLARSHIPS

The following regulations governing the issuance of scholarships to resident graduates of Colorado high schools have been passed by the Scholarships Committee and became effective beginning with the school year, 1924-25. In every instance awards shall be made only to members within the first fifth of the class and upon recommendation of the principal.

I. ACCREDITED HIGH SCHOOLS

To graduating classes of twenty-four or less, one scholarship; to classes of twenty-five to forty-nine, two scholarships; to classes of fifty to ninety-nine, three scholarships; to classes of one hundred or over, four scholarships. A major fraction of five may be regarded as the next higher multiple of five.

II. NON-ACCREDITED HIGH SCHOOLS

A maximum of two scholarships will be issued to each non-accredited high school provisionally. If the holder passes the entrance test with a satisfactory score and does satisfactory work during the first two quarters in residence, it becomes permanent.

A scholarship covers the incidental fee of \$24.00 a year for four academic years. It is not valid during summer quarters. A student holding a scholarship must not receive more than one grade of "D" in a four-hour subject in any quarter. The scholarship, otherwise, becomes invalid until the student has again met the standard set.

A scholarship to become valid must be used the Fall quarter next following its issuance and will thereafter remain in force for four academic years, subject to limitations herein noted. The holder of a scholarship is not required to attend in successive quarters; however, any "break" in attendance is counted as a part of the life of the scholarship. Any high school must have a minimum of three graduates to be entitled to one. A scholarship is forfeited when any of the above provisions are violated, or where the student withdraws from the College to attend another school unless satisfactory arrangements are made in advance.

HONORARY FRATERNITIES

PHI DELTA KAPPA

Phi Delta Kappa is an honorary professional fraternity in Education open to men of junior, senior and graduate rank. It was founded in 1909 by the merger of education clubs in Columbia, Indiana, and Stanford Universities. The chapter at Colorado State Teachers College is the 37th chapter of the fraternity and the first chapter in a state teachers college. Membership is open by invitation to upper class men students who have passed twelve quarter hours in education who pledge themselves to teaching as their profession, and who meet certain character qualifications.

KAPPA DELTA PI

Kappa Delta Pi is a national honorary fraternity in Education open to both men and women students of upper class rank. It was founded at the University of Illinois in June, 1911. The chapter at Colorado State Teachers College was established on February 28, 1920, as the eighth chapter of the fraternity and the first chapter in a teachers college. Membership in Kappa Delta Pi is open to upper class students who have ten quarter hours in education who have been in residence for three quarters, and who meet certain scholastic and character qualifications.

PI KAPPA DELTA

HONORARY DEBATING FRATERNITY—The national honorary fraternity Pi Kappa Delta was the first honorary society to be installed in Colorado State Teachers College. It was installed in the College in the spring of 1918. The purpose of the organization is the encouragement of intercollegiate debate and oratory. Membership is limited to those who have taken part in recognized intercollegiate debates or oratorical contests, or are actively engaged in coaching such students.

GIFTS TO THE COLLEGE

From the beginning of the life of the College friends and organizations have been generous in making gifts of land, money, books, museum specimens, and other articles of value. The authorities of the College gratefully acknowledge their obligation to all these donors, and invite any who may feel inclined to make similar donations.

PART III
ADMISSION, GRADUATION, CREDITS

COLORADO STATE
TEACHERS COLLEGE
Greeley, Colo.

ADMISSION

Prior to the school year 1923-24, students were admitted to this College upon presentation of a minimum of fifteen standard high school units, regardless of groups. Beginning with the school year 1923-24, certain designated groups were required. Unconditional admission was limited to graduates of high schools accredited by the North Central Association of Colleges and Secondary Schools or by state universities. These requirements were revised by a joint committee of Colorado High School Principals and the Admission and Credits Committee of the College, with the result that the following regulations were adopted beginning September 1, 1924, and are now effective:

- GROUP I (Required) Minimum of four units must be presented.
 - 1. English 3
 - 2. Social Science (History, Civics, Sociology, Economics)..... 1
- GROUP II (Required) Minimum of five units must be presented
 - 3. Foreign Languages (A single unit will be accepted in one foreign language, but not in more than one)
 - 4. Mathematics (May include Advanced Arithmetic, after Algebra, but does not include Commercial Arithmetic) } 5
 - 5. The Physical and Natural Sciences (Physics, Chemistry, Biology, General Science, Botany, Zoology, Physical Geography, Physiology, Hygiene, Agriculture) }
- Note: Excess units above what is actually required in Groups I and II may be counted in Group III as electives
- Group III (Elective) A maximum of six units may be presented
 - 6. Music and Fine Arts
 - 7. Commercial Arts
 - 8. Home Economics
 - 9. Manual Arts
 - 10. Normal Training (Maximum of two units)

All candidates for admission must satisfactorily pass a physical examination and also make an acceptable score in a standard classification test. Students from non-accredited high schools may gain admission to the College by presenting the same kind of credentials for admission as are required of students from accredited schools. The College will, however, give more attention to the classification test for these students than is given for graduates of accredited schools. The fee for this examination is \$1.00.

Note: If more than four units are presented in any special field (Nos. 6, 7, 8, 9), they will be accepted for entrance only in the same special field of work in the College.

Conditional Admission—Any applicant who is not a high school graduate, but who is credited with 14 high school units, may be admitted to the College upon presenting a transcript from a reputable high school, showing the completion of 14 units in designated groups. Such students are limited to a maximum program of 12 hours per quarter in the College, and must make up the deficient high school unit in Teachers College High School during their first year in the College. The student can not be enrolled for the second year until the entrance condition has been removed.

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

School for Adults—Mature students (twenty years of age or over) who have less than 14 high school units of credit, and who are not admitted through the entrance test, will be assigned to the School for

Adults—a division between the high school and the College. As soon as they have completed the equivalent of 15 high school units, or shown the learning power which such completion usually gives, they may be admitted to the College.

FRESHMAN ENROLLMENT—All freshmen enrolling in this College for the first time are required to report at 9 o'clock Wednesday, September 22, 1926, to make complete arrangements for matriculation in the College. Each student must at that time present an official transcript of his or her high school record, must present himself or herself for a health examination and for the usual classification test and the English test. During the afternoons and evenings of these days the freshmen will be given instructions about the various phases of college life, and will find an opportunity to engage suitable rooming and boarding places. Reports on the acceptability of the students' credentials and upon the various tests will be ready by 9 o'clock Monday, September 27. Those who are accepted for entrance into the College will then complete their registration in classes during Monday. Upper class registration will take place on Tuesday, and classes will begin on Wednesday, September 29.

GRADUATION

Since September 1, 1921, credit has been given only for regular College work in institutions uniformly recognized as standard colleges or colleges maintained primarily for the training of teachers. On that date Colorado State Teachers College discontinued giving college credit for teaching experience, handwriting certificates, music certificates, drawing certificates, private study, private lessons of any kind or work in business colleges, conservatories of music, dramatic schools, county institutes, reading circles, or for any other kind of work done in an institution other than one ranking as a standard normal school, college, teachers college, or university.

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

The College will continue to grant the two-year certificate, the Bachelor of Arts and the Master of Arts degrees, but under the conditions of entrance which became effective September 1, 1924, and the conditions of graduation which became effective September 1, 1924. Students whose entrance was approved under the requirements announced for the school year 1923-24 are not required to make any adjustment because of the revision made as shown above which became effective September 1, 1924.

Ninety-six quarter-hours are required in the courses wherein the Life Certificate is granted upon the completion of two years of work. One hundred and ninety-two quarter hours are required for the Bachelor of Arts degree.

ADVANCED STANDING—Students who come to the College after having done work in another college, normal school, or university, will be granted advanced standing for all such work which is of college grade, provided that the institution in question has required high school graduation as a condition for admission. Those who receive advanced standing are required to take here all of the prescribed subjects in the course they select, unless these prescribed subjects, or their substantial equivalents, have been taken already in the institutions from

which the students come. Only the heads of the departments involved have the power to excuse students from taking these prescribed subjects. No advanced standing is granted for additional units above the usual sixteen earned in the four-year high school course.

MINIMUM RESIDENCE REQUIREMENT—The College does not grant any certificate or degree for less than three full quarters of resident study, during which time the student must have earned at least forty-eight quarter-hours of credit. If the student's first graduation is with the Bachelor of Arts degree, only three quarters are required. Students who have already taken the Life Certificate (two-year course) must spend in residence at least two additional quarters for the Bachelor of Arts degree. Correspondence students when enrolling in residence should apply to the extension department for an extension of time which will permit the completion of correspondence courses at a time when the student is not enrolled in residence courses. Students in residence are not permitted to enroll in correspondence courses during vacations except during the vacation between the end of the Summer quarter and the beginning of the Fall quarter. Extra-mural classes and part-time enrollment classes are considered as resident work and may be counted as such to the extent of one quarter for the Life Certificate (two-year course) and one of the two resident quarters required beyond that for the Bachelor of Arts degree. The residence requirement in the graduate school is shown on page 44.

CREDITS

UNIT OF COLLEGE CREDIT—All credits toward graduation is calculated in "quarter-hours." The term "quarter-hour" means a subject given one day a week through a quarter of a year, approximately twelve weeks. Most of the College courses call for four recitations a week. These are called four-hour courses. A student usually selects sixteen quarter-hours, the equivalent of four courses each meeting four times a week, as his regular work.

ENROLLMENT

The College enrolls students under the following classifications:

1. **RESIDENCE**—In this type of enrollment, students must successfully complete a minimum of twelve quarter hours each quarter, in order that it be counted as one of the required residence quarters.
2. **PART TIME**—Students may, with the consent of the College, enroll for any number of hours less than twelve.
3. **EXTRA-MURAL**—In this type of enrollment, students are enrolled in classes not taught upon the campus, but taught by faculty members.
4. **EXTENSION**—These students are enrolled in classes taught by extension instructors duly approved by the College.
5. **CORRESPONDENCE**—These students are enrolled in correspondence courses.

MAXIMUM AND MINIMUM HOURS OF CREDIT—A student registers usually for fifteen, sixteen, or seventeen hours, each quarter. The average shall be not more than sixteen hours for any three consecutive quarters, or forty-eight for the year of nine months. If a student attends during the summer quarter, this average shall be understood to apply. If the work is to count as a resident quarter, the student must carry at least twelve quarter-hours. A student who wishes to take a larger program than sixteen hours regularly must take one of the standard mental tests. Following the test, the student may carry seventeen or eighteen hours regularly, if the score is high enough to warrant. In no case shall more than eighteen hours be allowed.

THE TEN-HOUR RULE—A student failing to pass in ten hours of college work out of a full quarter's program of from twelve to eighteen hours will be dropped at the end of the quarter and may not enroll again except by special permission of the dean, and then only on probation for one quarter. The second failure to pass in ten hours of work permanently excludes the student from the College.

THE GRADING SYSTEM—The system of weighted credits which has been in effect for some years past has been abandoned by faculty action. However, extra credit earned under that system while in effect is not to be discounted because of the change. The following grading system has been adopted by faculty action and has been in effect since October 1, 1924:

- A indicates superior work
- B indicates work above average
- C indicates average work
- D indicates work below average, but passing
- F indicates failure.

A grade of A, B, C, or D, yields normal credit in any course taken. A course marked "F" carries no credit and may not be adjusted except by repetition of the course at a later time. Other markings may be used when necessary, as follows:

- "Inc.," Incomplete;
- "W," Withdrawn.

A course marked "Incomplete" must be made up within three months, or during the succeeding quarter, if credit is to be extended. By special arrangement in advance with the dean or registrar and the teacher a longer time may be given.

A course marked "Withdrawn" may not be made up unless arrangement has been made at the time of withdrawal with the dean or registrar.

THE SCHOOL YEAR—The school year is divided into four quarters of approximately twelve weeks each. These are:

1. The Fall Quarter
2. The Winter Quarter
3. The Spring Quarter
4. The Summer Quarter.

This division of the year is especially well suited to a teachers college, for it gives teachers in active service an opportunity equal to any of securing a complete education while actually teaching.

THE HOUSING OF WOMEN STUDENTS—All rooming accommodations for women must be approved by the dean of women before permanent registration. The office of the dean of women is open during the month of September for the sole purpose of consulting with women students and placing them in approved houses. It is advised that students attending College for the first time come several days or even a week before the beginning of the Fall quarter that they may be satisfactorily located. No rooming houses will be allowed on the approved list if they do not have single beds and comfortable bathing and heating facilities.

PHYSICAL EXAMINATIONS—A thorough health examination is required of each student as soon as practical after registration and thereafter once each year. Matriculation is not completed until this examination has been made and recorded, and students are not graduated unless the examinations are attended to regularly and promptly. The medical advisers keep regular office hours for free consultation concerning personal health problems. These examinations and conferences have for their purpose the prevention of illness and the promotion of vigorous health of students.

PART IV
GRADUATE WORK

GRADUATE WORK

Colorado State Teachers College offers to advanced students courses above the four-year bachelor level. The fifth year of work leads to the degree of Master of Arts, and courses beyond this may be transferred to teacher training institutions granting the doctor's degree.

THE NATURE OF GRADUATE WORK

The principal aim of work beyond the bachelor level is to develop still further a professional attitude, to increase the ability to carry on investigations in the educational field independently, and to promote the spirit of research. In keeping with this function of a teachers college, graduate work is confined largely to the professional field. It represents specialization and intensive work. As soon after enrollment as possible, the graduate student shall focus attention upon some specific problem which shall serve as the center for the organization of his work, including courses to be taken and special investigations to be conducted. No graduate credit will be given for scattered and unrelated courses.

ADMISSION TO GRADUATE WORK

Persons holding the degree of Bachelor of Arts, Philosophy, Science, or other four-year degree, from a reputable institution authorized by law to confer these degrees, and approved by this institution, may be admitted as graduate students by Colorado State Teachers College upon the presentation of official credentials, including a transcript of records of undergraduate work.

The prospective student should obtain the blank "Application for Advanced Standing" and send it to the Committee on Admission and Credits for its approval before the opening of the quarter. Such blanks may be secured by addressing The Registrar, Colorado State Teachers College, Greeley, Colorado. Original credentials including the high school record, should be submitted with the application for advanced standing.

Excess Bachelor of Arts work taken in Colorado State Teachers College may be applied toward the Master of Arts degree only when arrangement is made in advance with the chairman of the Graduate Council so that he may see that the work is of graduate standard and that it is in line with the specialization necessary for the degree of Master of Arts. Such credit will be granted only to students in their fourth year who do not need all their time for the completion of the undergraduate work.

Students must offer among their undergraduate courses or later among courses offered to meet the requirements for the master's degree at least three which acquaint them with current practices in the organization and administration of public education, and one or two courses which introduce them to the literature of educational science and to the methods of investigation in the educational field.

Before beginning the work of the fifth year, each student must arrange with the head of his major department a three-quarter program of courses which must be approved by the chairman of the Graduate Council.

A candidate should check his transcript with the chairman of the Graduate Council to make certain that he can meet the requirements of his major department as well as the professional requirements in Education.

FEEES FOR GRADUATE COURSES

Fees in connection with the fifth, or graduate, year of work will be the same as for undergraduate work.

THE DEGREE OF MASTER OF ARTS

1. ADMISSION TO CANDIDACY FOR THE DEGREE—Admission to graduate work does not guarantee admission to candidacy for the degree of Master of Arts. Not later than the tenth week of the first quarter's work application must be made in writing to the Registrar. Such admission shall be determined by a committee consisting of the president of the College, the director of educational research, the head of the department in which the student is majoring, and one member of the faculty with whom the student has had work, to be chosen by the graduate council. The following are the requirements in the case of each student: personal fitness, intelligence above average as determined by a standard test, the ability to use good English, both oral and written, the ability to do superior work in the field of specialization, and ability to do independent research.

2. REQUIREMENTS FOR THE DEGREE:

(1) Residence—Three quarters of work in residence are required beyond a four-year undergraduate course.

(2) Course Credits Required—A year's graduate work shall be interpreted as forty-eight quarter-hours. Thirty-eight hours' credit will be given for graduate courses pursued and ten hours for research in education leading to the completion of the master's thesis.

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

Before the degree of Master of Arts may be conferred, a student must have had at least sixty-four quarter hours of undergraduate and graduate work in his major, and not less than thirty-two hours of professional work in education and related fields such as psychology, educational sociology, and educational biology. Where the candidate majors in education, sixty-four quarter hours will be required, but only work in education or educational psychology will be accepted for such undergraduate and graduate work.

(3) LEVEL OF WORK—In order that the standard of intensive and specialized work for the master's degree may be maintained, no graduate credit will be given for courses numbered under 100 or for scattered and unrelated courses. No credit will be given for any course taken by a graduate student in which students with less than senior college status (96 quarter hours' credit) are registered.

Sixteen hours' credit toward the degree of Master of Arts shall be the maximum amount allowed to be earned in a regular school year (three quarters) by any person employed on full time, except upon the recommendation of the dean of the College.

All work for the degree of Master of Arts shall be done with distinction. Work barely passed (mark of "D" under the present grading system) shall not be considered creditable for an advanced degree in the College, and the average should be distinctly above "C."

(4) THE THESIS—Research culminating in the writing of a thesis upon some vital problem in the field of education shall be an integral part of the work for the degree of Master of Arts.

In order that progress in the research problem which the candidate has undertaken may be continuous and systematic throughout the graduate year, he shall register for Ed. Res. 223, Research in Education, each quarter of his graduate work. A thesis committee of three will be appointed for each student. This committee will consist

of the head of the department in which the student is majoring, the director of educational research, and one other faculty member chosen by these two. In the first quarter, the candidate must submit to his thesis committee for approval the topic and detailed agendum of procedure and technic for his investigation. Not later than the fourth week of the third quarter of work, the candidate must submit to his committee evidence that the research upon his thesis has been completed.

At least four weeks before the date upon which the degree is to be conferred, three copies of the thesis must be sent to the thesis committee for final judgment, and at least three weeks before the date upon which the degree is to be conferred, the completed thesis in final form must be approved by his committee and by the graduate council; and two copies must be filed in the dean's office.

The thesis is to conform to definite standards. It must be type-written on paper of good quality, size 8½x11 inches, and be properly bound. The arrangement of the title page is as follows:

COLORADO STATE TEACHERS COLLEGE

(Title of Thesis)

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

by

(Student's Name)

(Title of Major Department)

(Date)

GRADUATE FELLOWSHIPS, SCHOLARSHIPS, AND LOAN FUNDS FOR 1926-27

TEACHING FELLOWSHIPS

Ten graduate teaching fellowships will be available for the school year 1926-27. Each fellowship carries a stipend of \$450, paid in nine equal installments. These fellowships are open to any man or woman who has an A.B. degree and who is an exceptionally capable student. Fellows are required to teach at least six hours per week and may not register for more than twelve hours of courses per quarter. Application for these fellowships should be made to the dean of the College.

THE PRESBYTERIAN CHURCH GRADUATE SCHOLARSHIP

The First Presbyterian Church of Greeley, aided by the Board of Christian Education, offers to a member of the graduate group a scholarship with a stipend of \$600 for the school year 1926-27. This is open to any graduate student qualified by natural ability and Christian experience as well as by scholarship to assist the local church, particularly as it endeavors to keep in touch with the Presbyterian students in the College, and to maintain classes in training for Christian leadership. The position in the church is to be that of student secretary, and half of the student's time is to be given to it.

THE WELD COUNTY SAVINGS BANK GRADUATE SCHOLARSHIP

The Weld County Savings Bank offers to a member of the graduate group a scholarship with a stipend of \$100 for the school year 1926-27. This is open to any young man or young woman who wishes to pursue advanced study in preparation for teaching. The scholarship is designed primarily to assist a student who is not financially able to continue college work, but scholarship and ability will be taken into consideration in the selection of the candidate.

DELTA PHI OMEGA GRADUATE SCHOLARSHIP

The Delta Phi Omega sorority offers a graduate scholarship with a stipend of \$150 for the school year of 1926-27. This is open to any student who wishes to pursue advanced study in preparation for teaching. First preference will be given to a member of the sorority. The scholarship is designed primarily to assist a student who is not financially able to continue college work, but scholarship and ability will be taken into consideration in the selection of the candidate.

SIGMA UPSILON GRADUATE LOAN FUND

The Sigma Upsilon sorority has established a graduate loan fund to be used in helping advanced students remain in college for the degree of Master of Arts. This fund is available to any student whether a member of the sorority or not.

P. E. O. SISTERHOOD GRADUATE LOAN FUND

Greeley Chapters I. and B. E. of the P. E. O. Sisterhood have established a graduate loan fund to be used in helping advanced students remain in college for the degree of Master of Arts. This fund is available to any young man or young woman in need of financial assistance. All applications for loans should be made to the dean of the College.

PART V
THE COURSE OF STUDY

THE COURSE OF STUDY

Throughout this catalog courses numbered 1-99 are primarily first and second-year subjects; 100-199 are third and fourth year. Those numbered 200 and above are graduate work.

Colorado State Teachers College is a technical school whose sole function is to prepare teachers for the teaching profession in the same sense that medical colleges prepare physicians and surgeons, engineering schools prepare engineers, etc.

For this reason its curriculum should be sharply differentiated from those of other technical schools and also from those of the colleges of liberal arts whose aim is to give a general rather than a specific training.

The curriculum in Colorado State Teachers College is formulated on the basis of four years of work. The following departments prepare teachers to receive the bachelor's degree:

Biology	Fine and Applied Arts
Commercial Education	Geology, Physiography, and Geography
Education	History and Political Science
Superintendents,	Home Economics
Principals for	Hygiene and Physical Education
Grades	Industrial Arts
Junior High Schools	Literature and English
Senior High Schools	Mathematics
Supervisors and Teachers for	Music
Kindergarten-Primary	Physical Sciences
Intermediate	Chemistry
Upper Grades	Physics
Rural Schools	Romance Languages and Latin
Educational Psychology	Social Sciences

But any student who wishes to take a Life Certificate before the completion of a full four-year course must take such a certificate through the completion of all the core requirements and departmental requirements in one of the following curricula:

Kindergarten-Primary	Music
Intermediate Grades	Fine and Applied Arts
Upper Grades or	Manual Training
Junior High School	Commercial Education
Rural Schools	Home Economics

This regulation is made because it is impossible to place teachers with less than four years of college training in positions in accredited high schools, except in certain of the types of work noted above. Teachers with less than four years of college training usually go into the elementary or rural schools.

A student who expects to go straight through a four-year curriculum may major in any of the departments, but, except as noted above, can not get the Life Certificate until the full degree course is completed. One who finally expects to complete a degree course in some other department than the ten listed for the two-year life certificate may, however, begin his course as a major in one of the ten listed curricula and at the same time elect the departmental requirements of the first two years of the curriculum he finally expects to use as his major. At the end of two years he may take his Life Certificate with a major; for example, in junior high school teaching. He would at that time have completed all the core requirements, the departmental requirements of the junior high school curriculum, and also, the departmental requirements of the first two years of his four-year major; for example, history or geography. Then he may go out and teach for a time. When he returns to the College he may register as a history

major, or a geography major, and go on and complete his four-year curriculum and receive the degree of Bachelor of Arts in the field finally chosen. During the first two years this student would register as a major in one of the ten designated departments. His adviser would be the head of that department. In the third and fourth years his adviser is the head of the department finally chosen for the Bachelor of Arts degree curriculum.

LENGTH OF COURSE—Each course is planned to occupy twelve quarters. A quarter is approximately twelve weeks in length. Upon the completion of the course the degree of Bachelor of Arts will be granted. The diploma is a Colorado Life Certificate. Each course is so arranged that it may be divided in the middle. The first part of the course may be completed in six quarters. The student who chooses to be graduated at the end of the two-year course receives the Colorado Life Certificate, but no degree.

THE COURSE OF STUDY IN DETAIL

THE PROFESSIONAL CORE

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

FIRST YEAR: Biology 1, English 4 (unless excused for proficiency), Hygiene 7, Education 1, Education 5, Civilization 1 and 2, and a Physical Exercise course each quarter.

SECOND YEAR: Psychology 2a and 2b, Education 2a and 2b (present observation and student teaching), Education 10, and a Physical Exercise course each quarter.

THIRD AND FOURTH YEARS: (For majors in elementary school work, supervision, etc.) Education 102 (student teaching), Education 111, Hygiene 108, Psychology 104 and 108a, and Sociology 105.

THIRD AND FOURTH YEARS: (For majors expecting to become high school teachers, supervisors, and principals.) Education 101, 103 (student teaching), and 111, Hygiene 108, Psychology 105 and 108b, Sociology 105, and Ed. 116, or Ed. 113 if intending to teach in the junior high school.

THE DEPARTMENTAL REQUIREMENTS—In addition to these "core" subjects required of all students, each student is required to take a number of prescribed subjects in the department which he chooses as his major. The lists of subjects required by the several departments may be found on the pages indicated below:

Athletics and Men's Physical Education	Home Economics
Biology	Hygiene and Physical Education
Chemistry	Industrial Arts
Commercial Education	Library Science
Education (all divisions)	Literature and English
Educational Psychology	Mathematics
Fine Arts	Music
Geology, Physiography and Geography	Physics
History and Political Science	Romance Languages and Latin
	Sociology, Anthropology and Economics

HOW TO MAKE UP A COMPLETE COURSE OF STUDY—To make up your complete course of study, list by years the "core" subjects first. Then turn to your major department and add to the list of "core" subjects the departmental subjects prescribed for each year. If the sum of these two lists does not make forty-eight hours per year, you are permitted to select other subjects to make up the full forty-eight hours required for each year's work.

ATHLETICS AND MEN'S PHYSICAL EDUCATION

Leaders in education now recognize the fundamental need for athletics as an important part of any broad educational program. The demand for competent teachers, supervisors, and directors in high schools and colleges far exceeds the supply. This is especially true in the case of men qualified in the coaching and conduct of athletics and gymnastics. Our schools are seeking college-trained men to take charge of their athletics; men who are thoroughly versed in all phases of athletic coaching and administration.

The courses for men in Athletic Coaching, Physical Education, and Administration have been arranged especially for instructors already engaged in teaching and coaching, during the regular school year; and for any others who wish to supplement the preparation they may have received in other colleges and professional schools. The courses take up all the more important problems of coaching and are designed for the purpose of fitting men more competently to take charge of athletics and gymnastics in schools and colleges throughout the country.

Students should have had experience, however limited, either in coaching, or in actual participation in the various competitive sports. It is necessary that they should be fitted for this work, and experience is a requisite. The coaching courses are not for those without experience. The school does not guarantee to convert any applicant into a successful coach, but it does promise instruction which cannot fail to be of much value to the man who is fitted to take it.

COURSE OF STUDY

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: P. E. 5, P. E. 13, P. E. 52, P. E. 66, and Hyg. 1.

SECOND YEAR: P. E. 2, P. E. 2a, P. E. 55, P. E. 66, P. E. 66a, and P. E. 67.

THIRD YEAR: P. E. 113, P. E. 162, P. E. 165, and P. E. 167, Ed. Psych. 105 and 106, and Soc. 105 and 130.

FOURTH YEAR: P. E. 101, P. E. 102, P. E. 103, P. E. 108, P. E. 166, and P. E. 168, Biotics 101, Ed. 111, and Eng. 100.

12a. ATHLETIC TRAINING—Summer Quarter. Two periods. One hour.

Emergency treatment of common injuries, theories of training, massage, and the treatment of sprains and bruises are the topics considered.

13. ATHLETIC TRAINING—Winter and Summer Quarter. Two periods. Two hours.

This course aims to aid the prospective coach in gaining a knowledge of emergency treatment of the common athletic injuries, and to furnish theories of training for the various sports, massage, and treatment of sprains and bruises.

52. GYMNASTICS—Each Quarter. Three periods. One hour.

An assortment of activities are included in this course, such as, hand-ball, tennis, heavy apparatus, tumbling, volleyball, touchball, depending on the season.

55. PERSONAL COMBAT GAMES—Winter Quarter. Two periods. One hour.

Boxing, fencing, wrestling, and other activities.

66. COLLEGE SPORTS—Each Quarter. Daily. One hour.

This course is intended for those desiring to make a place on the college or freshmen teams in the various sports in season, football, basketball, wrestling, boxing, baseball, track, and tennis.

66a. FOOTBALL FUNDAMENTALS—Fall and Spring Quarters. Three periods. Two hours.

A course designed for those who find it impossible to participate in the regular college practice, and yet wish to learn the more important fundamentals of the sport. This course is also open to beginners in football.

67. INTRA-MURAL SPORTS—Fall and Winter Quarters. Three periods. One hour.

An assortment of competitive games suitable for the men students who are unable to take part in college sports.

68. CROSS-COUNTRY RUNNING—Fall Quarter. Three periods.

165. FOOTBALL COACHING—Fall and Summer Quarters. Three periods. Two hours. Prerequisite, Football experience.

Theory of coaching a football team; rules of the game from the standpoint of player, coach, and spectator; different systems of both offense and defense, with a thorough study of the strength and weakness of each system; generalship and strategy; selection of suitable equipment; selection and conditioning of players.

166. BASKETBALL COACHING—Winter and Summer Quarters. Three periods. Two hours. Prerequisite, Basketball experience.

Theory of coaching different styles of both offense and defense used by the leading coaches, goal throwing, foul throwing, signals from tip-off and out-of-bounds plays, value and use of the pivot, will be among the chief topics discussed.

168. TRACK COACHING—Spring and Summer Quarters. Three periods. Two hours.

Theory and practice in starting, sprinting, distance running, hurdling, jumping, vaulting, throwing the weights and the javelin; also training and conditioning of men, management of meets, and the rules for the various events.

169. BASEBALL COACHING—Spring and Summer Quarters. Three periods. Two hours. Prerequisite, Baseball experience.

Discussion of best methods in batting, fielding, base running, pitching. Attention is given to the fundamentals, teamwork, rules, and like topics.

BIOLOGY

The first aim of the department is to prepare teachers of biological subjects for the public schools of the state. It also endeavors to provide such training in the general principles of biology as will give students an adequate background for other professional courses, and prepare them for the common activities of life.

No one can be a safe leader in educational theory and practice who does not have some conception of the place the study of nature should have in the normal development of the child; who does not realize the large application of the principle of organic evolution to education procedure, and who fails to appreciate the power of heredity in determining the natural capacities and abilities of the pupil.

The courses in botany and zoology are planned to combine laboratory and field work with classroom study wherever this is possible and desirable. For it is only through this procedure that students gain both a scientific knowledge and a large appreciation of life forms.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects listed on page 50, this department requires:

†BOTANY THE MAJOR INTEREST

FIRST YEAR—Botany 1, 2, and 3.

SECOND YEAR—Zoology 1 and 2, Chemistry 1 and 2, and 3.

THIRD YEAR—Physics 1 and 2, Botany 103, Zoology 3 and 4.

FOURTH YEAR—Biotics 101, Biology 102, Botany 102, Bacteriology 1, Geology 100.

†Students who wish to teach more than one science may prepare to do so by consulting the head of the department.

†ZOOLOGY THE MAJOR INTEREST

FIRST YEAR—Zoology 1, 2, and 4.

SECOND YEAR—Botany 1, Chemistry 1 and 2, and 3, Zoology 4.

THIRD YEAR—Physics 1 and 2, Zoology 102, Botany 2 and 3.

FOURTH YEAR—Biotics 101, Biology 102, Geology 100, Zoology 103 and 107, Botany 103.

BIOLOGY

*1. EDUCATIONAL BIOLOGY—Every Quarter. Three hours. Required of all Junior College students. Fee, \$1.00.

A study of protoplasm, its stimuli and responses; the cell and differentiation accompanying specialization and adaptation. The whole question of nutrition from the making and use of foods by plants to their use in the animal body, especially man, is surveyed. Bodily secretions and excretions are treated; also the matter of decay, whereby the elements composing organic bodies are again released, is emphasized. Evolution, its scope, factors, evidences, and implications are studied. Heredity, Mendel's laws and their relation to innate capacities and abilities are treated.

102. TEACHING OF BIOLOGY—Spring Quarter. Four hours. Prerequisites, Biology 1; Botany 1, 2, and 3; Zoology 1, 2, and 4. Fee, \$1.00.

A careful consideration of the biology course in secondary schools as to content, aims and methods of presentation. The use of materials, text and reference books are considered as well as the laboratory equipment and supplies needed.

BOTANY

1. GENERAL BOTANY—Fall Quarter. Four hours. Fee, \$1.00.

This is an elementary study of the structure and function of flowering plants and their relation to man. Students who can elect but one botany course for its cultural value are advised to take this one. The course includes a study of the structure, character, and functions of roots; the structure and functions of stems and their industrial applications, as the color of woods and grainings of lumber; the nature and functions of leaves; the structure of flowers and fruits and their relation to mankind. The whole aim of this course is to give students not only a scientific knowledge of the structure and function of our common plants, but also an appreciation of the large place which they hold in serving man and beautifying the earth.

2. GENERAL BOTANY—Winter Quarter. Four hours. Prerequisite, Biology 1. Fee, \$1.00.

This course includes a study of algae; such fungal forms as bread mold, yeasts, rusts, smuts, and mushrooms; liverworts, mosses, and ferns. Throughout the course constant emphasis is placed upon their relation to man.

3. SYSTEMATIC BOTANY—Spring Quarter. Four hours. Fee, \$1.00.

A course carried on largely in the field. Its purpose is to teach the student how to identify plants, trace their structural relations, and how to become acquainted with the flowers and plants in the region where he may be teaching.

101. TAXONOMY—Spring or Summer Quarters. Four hours. Fee, \$1.00.

The purpose of this course is to give the student a still larger acquaintance with plants in the field and their relations to one another than can be obtained through Course 3.

102. BOTANICAL TECHNIC AND HISTOLOGY—Fall Quarter. Four hours. Prerequisite, Botany 1. Fee, \$1.50.

A course in which the science of killing, staining, and making of botanical materials into permanent slides is combined with the study of plant tissues as to origin, differentiation, and organization. Some methods of preserving unmounted botanical materials are also considered.

103. PLANT PHYSIOLOGY—Winter or Summer Quarters. Four hours. Prerequisite, Botany 1. Fee, \$1.50.

The purpose of this course is to give the student a working knowledge of such physiological activities as absorption, translocation, photosynthesis, digestion, respiration, and transpiration. The experimental method is largely used. The student is encouraged to plan and accurately carry on these experiments. Constant stress is laid upon sources of error and modifying conditions.

†Students who wish to teach more than one science may prepare to do so by consulting the head of the department.

201. TAXONOMY—Spring or Summer Quarters. Four hours. Prerequisites, Botany 2 and 101. Fee, \$1.00.

The purpose of this course is to give the advanced student an understanding of the morphological relations of plants and the underlying principles of their classification. The work is carried on largely in the field, and results in a rather wide knowledge of local wild plants and flowers.

202. BOTANICAL RESEARCH—Fee, \$3.00.

An individual research course in connection with the graduate thesis. This is a conference course designed to guide students in the selection of problems, method of procedure in the solution of them, and the interpretation of results. It should be registered for only after consultation with the head of the department.

ZOOLOGY

1. GENERAL ZOOLOGY—Fall Quarter. Four hours. Fee, \$1.00.

A study of animal biology, principles of structure, function, inter-relations, origin and development of animal life. Designed to better equip students for life in any community. Lectures, discussions, demonstrations, and laboratory.

2. GENERAL ZOOLOGY—Winter Quarter. Four hours. Fee, \$1.00.

A continuation of Course 1, and should be preceded by it.

3. BIRD STUDY—Spring or Summer Quarters. Four hours. Fee, \$1.00.

A study of the common birds of the vicinity. Identification, food relations, seasonal distribution, migration activities, economic importance of birds and their conservation. Lectures, assigned readings, field trips, supplemented by work in the laboratory.

*4. ECONOMIC ZOOLOGY—Spring or Summer Quarters. Four hours. Prerequisite, Biology 1.

A survey of the animal groups with special emphasis on their relation to man. Of especial value to teachers and those students who are interested in practical problems of every-day life.

101. INVERTEBRATE ZOOLOGY—Summer Quarter. Four hours. Prerequisites, Zoology 1 and 2 or equivalent. Fee, \$1.00.

Morphology of a series of invertebrates. Invertebrate structure and development.

102. VERTEBRATE ZOOLOGY—Spring Quarter. Four hours. Prerequisites, Zoology 1 and 2 or equivalent. Fee, \$1.00.

A study of the vertebrate series designed to acquaint the student with the group, their structure, relationship, and development. Lectures, assigned readings, laboratory and demonstrations.

103. ZOOLOGICAL TECNIC—Winter Quarter. Two hours. Prerequisites, Zoology 1 and 2 or equivalent. Fee, 1.50.

A course for students majoring in zoology. Theory and practice of microscopical technic; fixation, staining, imbedding, section cutting, and mounting material for class use.

107 ELEMENTARY ENTOMOLOGY—Fall Quarter. Four hours. Prerequisites, Zoology 1 and 2 or equivalent. Fee, \$1.00.

A study of the structure and classification of insects, together with identification of the common species of the vicinity. Methods of collecting, mounting, and preparing insect material for study will be given emphasis. Those preparing to teach will be given opportunity to prepare a reference collection of the common species. Field observations will constitute a part of the work.

201. MORPHOLOGY OF THE VERTEBRATES—Winter Quarter. Four hours. Prerequisites, Zoology 1, 2, and 102. Fee, \$1.00.

Detailed studies of systems of organs from the comparative standpoint. Designed for students who desire to continue the study of the vertebrates. Lectures, assigned readings, and laboratory.

202. ZOOLOGICAL PROBLEMS—Fee, \$3.00.

Individual research course preliminary to the thesis. Students should register for this course only after consultation with departmental staff.

BIOTICS

101. HEREDITY AND EUGENICS—Winter and Summer Quarters. Four hours. Prerequisite, Biology 1.

The first half of this course deals with the physical basis of heredity, Mendel's laws, their modifications and extensions, and other principles governing the transmission of inherited characters. The second half considers the inheritance of natural abilities and capacities, the present eugenic trend of the American people, how to eliminate the defective strains of germplasm, and what measures may be taken to preserve the superior strains.

201. HEREDITY AND EUGENICS—Winter and Summer Quarters. Four hours. Prerequisite, Biology 1.

This course covers the same ground as Course 101, but additional and more advanced work is required.

BACTERIOLOGY

1. ELEMENTARY BACTERIOLOGY—Winter and Summer Quarters. Four hours. Prerequisite, Biology 1. Fee, \$1.50.

This course treats of bacteria, yeasts, and molds. Their classification, cultivation in cultures, activities and relation to man are considered. Especial emphasis is placed upon their relation to foods and cookery and upon the disease-producing effects of these micro-organisms.

ELEMENTARY SCIENCE

1. ELEMENTARY SCIENCE—Fall, Spring, and Summer Quarters. Four hours. Fee, \$1.00.

This course has heretofore been known as Nature Study. Its purpose is to acquaint the grade teacher with trees, butterflies, moths, other insects, and with our most common birds, their habits and songs. Attention is also given to the aims in teaching elementary science, methods of presentation, and ways of collecting, preserving, and using materials.

2. ELEMENTARY SCIENCE—Winter Quarter. Four hours. Fee, \$1.00.

This course is especially designed for students who desire additional subject matter in nature study. The material in this course deals with such physical nature phenomena as are of value in teaching elementary school grades.

CHEMISTRY

It is the aim of this department to offer a schedule of courses which will fill the needs of the following classes of students:

A. Students taking chemistry as a requirement of the Home Economics Department. Such students will find the chemistry requirements outlined under their department.

B. Students desiring to specialize in chemistry in order to enter the teaching profession. They will follow the program outlined below.

C. Students taking other science courses with chemistry as a minor subject. They will find the requirements in chemistry outlined under the Department of Physics or the Department of Biology.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: Physics 1, 2, and 3, and Chemistry 4, 5, and 6.

SECOND YEAR: Botany 1 and 3 and Chemistry 7, 110, and 111.

THIRD YEAR: Zoology 1 and 2, Chemistry 113, 114, and 114b.

FOURTH YEAR: Chemistry 115, 115b, 116, and 117.

†CHEMISTRY

1. GENERAL CHEMISTRY—Fall and Summer Quarters. Three hours. Fee, \$3.00.

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

2. GENERAL CHEMISTRY—Winter Quarter. Three hours. Fee, \$3.00.

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

*3. GENERAL CHEMISTRY—Spring Quarter. Three hours. Fee, \$3.00.

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

*3b. HOUSEHOLD CHEMISTRY—Spring Quarter. Three hours. Fee, \$3.00. Prerequisite, Chemistry 1 and 2.

Two lectures and one laboratory period on chemistry in the home. Prerequisites, Chemistry 1 and 2.

4. GENERAL CHEMISTRY—Fall and Summer Quarters. Four hours. Fee, \$4.00.

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

5. GENERAL CHEMISTRY—Winter Quarter. Four hours. Fee, \$4.00.

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

6. GENERAL CHEMISTRY—Spring Quarter. Four hours. Fee, \$4.00.

A continuation of Course 5. Two lectures and two laboratory periods. Courses 4, 5, and 6 are required of all science students (except those specializing in biology, who may elect 1, 2, and 3 instead, and Home Economics students).

7. QUALITATIVE ANALYSIS—Any Quarter. Two to eight hours. Fee to correspond to hours of credit.

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

*108. ORGANIC CHEMISTRY. Fall and Summer Quarters. Three hours. Fee, \$3.00.

Two lectures and one laboratory period. A study of the hydrocarbons and their derivatives. Prerequisites, Chemistry 1, 2 or 4, and 5.

*109. ORGANIC CHEMISTRY—Winter Quarter. Three hours. Fee, \$3.00.

Prerequisites 1, 2 or 4, and 5. Recommended to students specializing in biology or physics.

110. ORGANIC CHEMISTRY—Fall and Summer Quarters. Four hours. Fee, \$4.00.

Two lectures and two laboratory periods. Same textbook work as Course 108, but more extensive laboratory work. Prerequisites, Chemistry 4 and 5.

111. ORGANIC CHEMISTRY—Winter Quarter. Four hours. Fee, 4.00.

Two lectures and two laboratory periods. A continuation of Course 110. Prerequisites, Chemistry 4 and 5.

*112. FOOD CHEMISTRY—Spring Quarter. Three hours. Fee, \$3.00.

Two lectures and one laboratory period. A study of food, detection of adulterants, metabolism and dietary lists. Recommended as a general cultural course. Prerequisites, 1, 2, 108, and 109.

113. FOOD CHEMISTRY—Spring Quarter. Four hours. Fee, \$4.00.

A more comprehensive course than 112. Prerequisites, 4, 5, 110, 111.

114 and 114b. QUANTITATIVE ANALYSIS—Any Quarter. Four or eight hours. Fee, \$4.00.

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

†For students who may wish to teach other sciences along with chemistry, this course will be modified to suit their needs.

*115 and 115b. INDUSTRIAL CHEMISTRY—Any Quarter. Four or eight hours. Fee, \$4.00.

In this course the student may enter upon a study of any one or more of the following chemical industries: Steel, oil, coal, water, gas, fertilizers, cement, dyes, etc. A laboratory and consultation course. Prerequisites, Courses 4, 5, 6, 7, and 114.

116. AGRICULTURAL CHEMISTRY—Any Quarter. Four hours. Fee, \$4.00.

An application of the principles of chemistry to soils, fertilizers, etc. Prerequisites, 1, 2, 3, and 7 or 4, 5, 6, and 7.

117. TEACHING OF CHEMISTRY—Any Quarter. Three hours.

Discussion and reports on the teaching of high school chemistry, and practice in setting up demonstration apparatus.

118. TEXTILE CHEMISTRY—Spring Quarter. Two to four hours. Fee, corresponding to hours of credit.

A laboratory and consultation course, consisting of qualitative and quantitative tests on various textile fabrics.

COURSES FOR GRADUATE STUDENTS

In the following courses for graduate students, the work may be the same as in corresponding senior college courses, but with extra requirements.

213. FOOD CHEMISTRY—Spring Quarter. Four hours, Fee, \$4.00.

A more comprehensive course than 112. Prerequisites, 4, 5, 6, 110, and 111.

214. QUANTITATIVE ANALYSIS—Any Quarter. Four to eight hours. Fee, \$4.00.

Technical analysis. A laboratory and consultation course. Eight to sixteen hours' attendance. Prerequisites, Courses 4, 5, 6, 7, 114, and 114b.

215. INDUSTRIAL CHEMISTRY—Any Quarter. Four to eight hours. Fee, \$4.00.

In this course the student may enter upon a study of any one or more of the following chemical industries: Steel, oil, water, gas, fertilizers, cement, dyes, etc. A laboratory and lecture course. Prerequisites, Courses 4, 5, 6, 7, 114, and 114b.

216. AGRICULTURAL CHEMISTRY—Any Quarter. Four hours. Fee, \$4.00.

An application of the principles of chemistry to soils, fertilizers, etc. Prerequisites, 1, 2, 3, and 7 or 4, 5, 6, and 7.

217. TEACHING OF CHEMISTRY—Any Quarter. Three hours. Fee, \$3.00.

Discussion and reports on the teaching of high school chemistry, and practice in setting up demonstration apparatus.

*221. ADVANCED INORGANIC CHEMISTRY—Any Quarter. Three or four hours. Fee, \$3.00.

Recitations and lectures on the most recent theories of chemistry of non-metals.

222. ADVANCED INORGANIC CHEMISTRY—Any Quarter. Three or four hours. Fee, \$3.00.

Recitations and lectures on most recent findings concerning the metals.

223. ADVANCED FOOD CHEMISTRY—Four to twelve hours. Fee, \$4.00.

A laboratory and consultation course. Prerequisites, Chemistry 113, 114, 114b.

225. RESEARCH WORK IN THE TEACHING OF CHEMISTRY—Hours of credit to be determined.

A library reference and field survey course. Prerequisites, Chemistry 117 or 217.

COMMERCIAL EDUCATION

The direct and controlling aim of the Department of Commercial Education is to prepare supervisors, department heads, and teachers of commercial education in the public schools. The course of study offered below and all subjects included in the course of study are offered with this basic objective in mind.

Specialization has been emphasized to the extent that a student who desires to become a specialist in the teaching of secretarial training may select a two or a four year course that will give the highest degree of specialization that it is possible to acquire in the given length of time. On the other hand, specialization in the field of accounting or economics is just as possible.

Small high schools require teachers with a more general commercial training. This may be had by selecting one of the two courses of study outlined below and electing from the other at the same time. A definite selection should be made, however, and carefully followed in order that requirements for graduation may be met without loss of time.

Supervisors and department heads likewise should be equipped with a general training in commercial subjects. The head of a department, however, may prefer to specialize in some particular subject or group of subjects, and aim to have only a good working knowledge of the others. In the larger high schools specialization is desirable, and many teachers of commercial subjects are specialists in certain subjects and teach only those.

The Life Certificate will be issued to those who complete the requirements of either of the two courses outlined below for the first two years and the core subjects outlined on page 50 and who have earned 96 hours of college credit. The Bachelor of Arts degree will be granted to those who have completed either of the following four-year courses and the core subjects on page 50 and who have earned 192 hours of college credit. The Master of Arts degree will be granted to those who have met the requirements set forth on page 44.

Students who have had some training in commercial education will not be required to repeat courses that are similar to those they may have had elsewhere. They will be admitted to advanced classes by satisfying instructors that they are able to carry advanced work.

COURSE OF STUDY

Courses marked * are offered also by extension.

In addition to the core subjects as listed on page —, this department requires:

FOR TEACHERS OF BOOKKEEPING, ACCOUNTING, OR ECONOMICS

FIRST YEAR: C. E. 36, 37, 38, Geog. 7.

SECOND YEAR: C. E. 50, 51, 52, Economics 10.

THIRD YEAR: C. E. 157, History 101, Economics 110.

FOURTH YEAR: C. E. 144, 154, 158, Economics 112.

FOR TEACHERS OF SECRETARIAL TRAINING COURSES

FIRST YEAR: C. E. 12, 13, 14, and 15.

SECOND YEAR: C. E. 3 and 4.

THIRD YEAR: C. E. 105, 106, 110.

FOURTH YEAR: Twelve hours of commercial education to be selected by the student.

College credit for commercial subjects shall be given under the following conditions:

MAJORS:

1. Beginning typewriting shall receive credit only on completion of the typewriting work of the third quarter and the shorthand work of the third quarter. The amount of credit shall be one-third of the number of weekly periods of work, including practice.

2. Beginning shorthand shall receive credit only on completion of the shorthand work of the third quarter.

3. Only methods work in handwriting shall receive college credit, and this to the extent of a maximum of two hours altogether.

NON-MAJORS:

1. College credit for beginning typewriting or beginning shorthand shall be given only at the completion of the second quarter's work in either subject.

2. The amount of credit shall be one-half of that given to commercial majors.

3. Only methods work in handwriting shall receive college credit, and this to the extent of a maximum of two hours altogether.

*1. PRINCIPLES OF SHORTHAND I—Fall and Summer Quarters. Four hours.

This class meets four times a week and will be counted in the student's program as four hours in determining the student load. The purpose of this course is to give the student who has not had shorthand in high school the necessary foundation in Gregg shorthand for the secretarial course. The first ten lessons in the Gregg Shorthand Manual will be covered in this course.

*2. PRINCIPLES OF GREGG SHORTHAND II—Winter Quarter. Four hours.

Prerequisite C. E. 1 or the equivalent. This course is a continuation of C. E. 1. The Gregg Manual will be completed with this course.

3. SECRETARIAL PRACTICE I—Spring and Summer Quarters. Four hours.

Prerequisite, C. E. 2 or the equivalent. This course offers a review of the principles of Gregg shorthand and is the first required course in the training of teachers of secretarial science. It will include the taking of dictation with transcriptions and some attention to arrangement and special forms. Special methods of presenting shorthand and conducting beginning dictation classes will be considered.

4. METHODS IN COMMERCIAL EDUCATION—SHORTHAND—Spring and Summer Quarters. One hour.

Prerequisites, C. E. 2 or the equivalent. The purpose of this course is to give the student special methods for the presentation of the subject of Gregg shorthand.

*11. PRINCIPLES OF TYPEWRITING I—Fall and Summer Quarters. Two hours. Fee, \$1.00.

This class meets four times a week, and it is a preparatory course for the first course in the principles of typewriting which is required of all secretarial majors. It will be counted as four hours in determining the student's load.

*12. PRINCIPLES OF TYPEWRITING II—Winter and Summer Quarters. Four hours. Fee, \$1.00.

Prerequisite, C. E. 11 or the equivalent. A study of special business forms and tabulating.

*13. PRINCIPLES OF TYPEWRITING III—Spring and Summer Quarters. Three hours. Fee, \$1.00.

Prerequisite, C. E. 12 or the equivalent. This course includes the preparation of legal documents, complicated tabulation, and gives considerable attention to methods of acquiring speed.

14. METHODS IN COMMERCIAL EDUCATION—TYPEWRITING—Spring and Summer Quarters. One hour.

Prerequisite, C. E. 12 or the equivalent. The purpose of this course is to give the student special methods in the teaching of typewriting.

***15. BUSINESS REPORTS AND COMPOSITION—Spring and Summer Quarters. Three hours.**

The aim of this course is to give the commercial teacher a better background for the subject of business English in high school. Emphasis is put upon the use of words in such a way that people will be induced to act. The principles of literary composition will be applied to commercial correspondence. Business situations will be analyzed, letters classified into type forms, and the requisites of each class will be exemplified by models. The psychology of the sales letter will be analyzed, and principles derived from this analysis will be applied in actual practice. Special consideration will be given to letters of application, letters of complaint, sales letters, follow-up letters, and collection letters.

***36. HANDWRITING METHODS—Every Quarter. Two hours.**

This course combines practice and special methods for teachers and supervisors of handwriting. The class meets four times a week and no outside preparation is required. All who take this course are required to reach a standard of 80 as measured by the Zaner Handwriting Scale No. 5 before credit will be given.

***37. BUSINESS MATHEMATICS—Fall and Summer Quarters. Four hours.**

The aim of this course is to give the commercial teacher a better mathematical background for the subject of commercial arithmetic in high school. It correlates very closely with all courses in accounting, auditing, and the income tax law. The course begins with a very brief review of percentage in its simple applications. The theory of interest and investments, stocks, bonds, sinking fund, annuities, insurance, and taxes will be treated.

***38. COMMERCIAL LAW I—Fall and Summer Quarters. Four hours.**

This course treats the subject of contracts and negotiable instruments. It is a treatment of the common law principles that apply to these topics. The Colorado Statutes and court decisions are studied in comparison with these general legal rules concerning business.

39. AN INTRODUCTION TO BUSINESS—Winter Quarter. Four hours.

The aim of this course is to present a broad picture of the entire business field without going far into detail at any point, and in the second place to give such historical material as is necessary for the understanding of modern business phenomena. Special attention is given to the main businesses or industries of the country. The first part of the course deals with the business aspects of the industries furnishing the raw materials of commerce. This is followed by a discussion of production and distribution which traces the raw product to the workshop and to the consumer. The next part of the course deals with business organizations and business functions. Such topics as Risk Bearing Institutions, Business Men's Associations, and Relations of Government to Business are treated near the end of the course. Special attention is given throughout the course to the problems of the small business.

This course is a valuable one for the commercial teacher from the standpoint of vocational guidance, and it will materially aid the student in the selection of a particular field for specialization in business.

42. ADVERTISING—Fall Quarter. Four hours.

The origin and development of the art of advertising and its relation to our present system of distribution is emphasized in this course. It includes a study of the psychology of advertising and the characteristic features of some of the good and bad advertising to be found in magazines, newspapers, and other media. The general field of advertising is studied with some attention to scientific tests and records of results.

50. PRINCIPLES OF ACCOUNTING I—Fall and Summer Quarters. Four hours.

This course is designed to serve as an introduction to the entire field of accounting. It is intended to give the student an understanding of the steps that compose what may be called the accounting process, and of that process as a whole. The financial reports, balance sheet, and statement of profit and loss are considered, and from them is developed the need for the ledger account as a means of classifying the information needed for these reports. In turn, the construction and interpretation of particular accounts, and the steps necessary in preparing the reports at the end of a period, in adjusting the accounts to show an agreement with the reports, and in "closing" the ledger are taken up. Books of original entry, such as the special journals, are discussed and illustrated. The principles considered are developed by means of class discussion and illustrative laboratory exercises. Three class periods a week will be given to discussion, and the remaining credit-hour will be a laboratory period of two hours.

*51. PRINCIPLES OF ACCOUNTING II—Winter Quarter. Four hours. Prerequisite, C. E. 50 or the equivalent.

Various types of business papers arising out of transactions are considered in their relation to the records and to the routine of the business. Summary statements of various kinds are discussed and illustrated. Types of accounting records and their development, especially as regards a partnership business, are taken up in detail. The principles considered are developed by means of class discussion and illustrative laboratory exercises. A complete set of partnership books with a minimum of bookkeeping detail are written up in this course. Three class periods a week will be given to discussion, and the remaining credit-hour will be a laboratory period of two hours.

52. PRINCIPLES OF ACCOUNTING III—Spring and Summer Quarters. Four hours. Prerequisite, C. E. 51 or the equivalent.

This course is designed to cover the more advanced principles of accounting, emphasizing especially the problems of corporation accounting. The proper evaluation of balance sheet items, as regards depreciation and the maintenance of fixed assets, is especially stressed. Principles considered are developed by means of class discussion and illustrative laboratory exercises. A complete set of corporation books with a minimum of bookkeeping detail are written up in this course. Three class periods a week will be given to discussion, and the remaining credit-hour will be a laboratory period of two hours.

*53. SALESMANSHIP—Winter and Summer Quarters. Three hours.

Special attention is given in this course to methods of teaching, textbooks suitable for high school classes in salesmanship, and special references and aids. Selling and the prime essentials of selling are considered in this course. Attention is given to the problem of selling personal services. Sales talks are given to the class by experienced salespeople while students prepare written analyses of the processes. Students are required to prepare and give special sales talks, apply for positions, etc.

55. THE ECONOMICS OF RETAILING—Spring Quarter. Four hours.

A course in the fundamentals of the retail business. A brief history of the development of the different kinds of retail stores, salesmen, and methods of distribution. Also a treatment of some of the most important problems of retailing.

103. ORGANIZATION OF SHORTHAND MATERIAL—Fall Quarter. Two hours. Prerequisites, C. E. 3 and C. E. 12 or their equivalents.

This two-hour course is planned to give the prospective teacher a definite study of student individual differences, with a view to adjusting methods in teaching to the particular needs of given localities. Attention will be given to evaluation of various skills to be developed and proper allocation of the time to be devoted to each, according to studies and available questionnaires conducted on a basis of job analysis. Special reports from the Federal Board for Vocational Education and other current reports by experts of national reputation in the shorthand field will be considered.

104. METHODS OF TRAINING FOR SECRETARIAL PERSONNEL SERVICE—Fall quarter. Two hours. Prerequisites, C. E. 3 and C. E. 12 or their equivalents.

This two-hour course is planned to give prospective teachers of secretarial work specialized methods in classroom management and organization of work to meet standards of accomplishment in senior high school courses. In the commercial field these are of a highly technical nature and require special consideration. Attention will be given to studies by Charters and Whitley in personnel service and its particular bearing in training secretaries.

105. SECRETARIAL PRACTICE II—Fall and Summer Quarters. Four hours. Prerequisites, Commercial Arts 3 and 13 or their equivalents.

This course is a continuation of Commercial Arts 3. Special emphasis will be put upon speed both in tawing dictation and in transcribing. The handling of correspondence and filing will receive special attention.

106. SECRETARIAL SCIENCE I—Spring and Summer Quarters. Three hours. Prerequisites, C. E. 105 and 13 or the equivalent.

The aim of this course is to familiarize the prospective teacher with the requirements of business offices insofar as these apply to the teaching of commercial subjects in the high schools where courses are being given. The course covers the field from a practical angle and is planned to help teachers to unite school and community interests. This includes a general course in the principles of filing, business graphs of all sorts, editing, proofreading, briefing, charting, detailed activity studies, and allied subjects. The material handled deals directly with the presentation of such work to pupils. Prerequisites for the course are Commercial Education 105 and 13.

107. SECRETARIAL SCIENCE II—Fall and Summer Quarters. Three hours. Prerequisite, C. E. 106 or the equivalent.

This course is a continuation of C. E. 106. More advanced problems will be treated dealing with the special training of teachers of secretarial work.

108. SECRETARIAL STANDARDS AND MEASUREMENTS—Winter Quarter. Three hours. Prerequisite, C. E. 105 or the equivalent.

This course is made to fit the prospective teacher for using in the classroom standard tests which have been scientifically worked out by experts. The Hoke Measurement Studies, Prognostic Tests by Adams, and other similar material are to form the basis for this study. Evaluation of material to secure the best results in manual skill and content are to be worked out by laboratory methods. Relative values of shorthand systems with historical setting of especial interest to the teacher will be considered in developing the principles of her work on a scientific basis which will take into account a correlation with professional study in other subjects. Prerequisites are C. E. 105 and 13.

109. ANALYTICAL STUDIES IN GREGG SHORTHAND—Winter Quarter. Three hours. Prerequisite, C. E. 105 or the equivalent.

The aim of the course is to work out for the prospective teacher lesson plans applicable exclusively to the presentation of shorthand. This is a specialized subject to which general plans can not be successfully applied. Studies of recent books in the field along this line are to be supplemented by the surveys in teaching problems through a series of projects. The basic texts are to be Principles of Gregg Shorthand and Analytical Lessons in Gregg Shorthand by M. D. Frink.

110. OFFICE APPLIANCES AND SPECIAL EQUIPMENT—Every Quarter. Four hours. Prerequisites, C. E. 3 and 12 or the equivalent.

The aim of this course is to acquaint the student with the handling of modern office appliances under actual office conditions. Students are required to do two consecutive hours of office work daily for four days a week.

139. ADVANCED CORPORATION ACCOUNTING—Fall Quarter. Four hours. Prerequisite, C. E. 52 or the equivalent.

This is a thorough study of the corporation and the special accounts involved in the keeping of corporation records. A complete set of corporation books are kept, introducing the voucher system of handling accounts payable. Some of the topics treated are: records and accounts peculiar to a corporation; elements of manufacturing accounts; perpetual inventory; payroll records; theories of the balance sheet.

140. ADVANCED CORPORATION ACCOUNTING II—Winter Quarter. Four hours. Prerequisite, C. E. 139.

This course is a continuation of the course required as a prerequisite. It deals with the problems of depreciation; showing of liabilities in the balance sheet; valuation of capital stock, etc.

141. ADVANCED CORPORATION ACCOUNTING III—Spring Quarter. Four hours. Prerequisite, C. E. 140.

This is a continuation of the two courses described above. It deals with the problems of profits; dividends; reserves and surplus; sinking and other funds; liquidation of corporations; consolidations and mergers. The entire class periods are devoted to discussions, and complete laboratory work is provided that is to be done outside of the class hour.

143. THE INCOME TAX LAW AND REGULATIONS—Spring Quarter. Two hours.

This course is planned with the idea that all commercial teachers should have a working knowledge of the Income Tax Law and ordinary problems growing out of its application. The latest revised law will be studied with the decisions and reports of the Treasury Department, etc., and these will be applied to practical problems for solution. It is not the purpose of this course to train income tax experts, but it should give the teacher a working knowledge of the income tax regulations that would enable him or her to help an individual make a satisfactory report.

*144. COMMERCIAL LAW II—Winter and Summer Quarters. Four hours.

The law of corporations, partnerships, real property, bailments, and bankruptcy will be treated in this course. Considerable time will be devoted to the study of the necessary legal forms and procedure in connection with these topics.

150. BANK ACCOUNTING—Fall and Summer Quarters. Four hours.

This includes a study of state and national banking laws, loans, discounts, commercial paper, methods and principles of banking, and savings accounts. A set of books illustrating several days of business will be written. Burroughs bookkeeping machines are used in connection with this course.

*151. COST ACCOUNTING—Winter Quarter. Four hours.

A study of material cost, labor cost, overhead expense, distribution of expense, a managing expense. A set of books on manufacturing costs will be written.

154. BUSINESS ORGANIZATIONS—Winter Quarter. Four hours.

A substitute for Commercial Arts 150 or 151. This course treats of the basic types of business organization with special emphasis on the partnership and corporate form of conducting a business.

157. METHODS IN COMMERCIAL EDUCATION—Spring and Summer Quarters. Two hours.

The purpose of this course is to give the student a better conception of the function of commercial education together with a better appreciation of its merits and value. Special attention will be given to methods of teaching the subjects of bookkeeping and allied subjects.

158. PROBLEMS IN BUSINESS EDUCATION—Winter and Summer Quarters. Four hours.

This course provides for the treatment by research and study of some of the most important problems of commercial education. The following topics will be treated: State and city supervision; the commercial curriculum; the establishment of school and community co-operation in business training; job analysis, of the kind of positions that are to be filled with high school students; the kind of training demanded by the business man; the relation of the department of commercial training in the high school to the school of commerce or to the business college; present tendencies in commercial education; what should be the content of some of the commercial subjects, etc.

159. AUDITING—Spring Quarter. Four hours.

A study of the qualifications, duties and responsibilities of the Certified Public Accountant, a Chartered Accountant, a Public Accountant, an Auditor or an Accountant. This course will be of interest to the student who is especially interested in accounting. It gives a better understanding of the purpose of accounts and their analysis. The methods of conducting different kinds of audits and special investigations will be studied and discussed. The course provides for a limited amount of laboratory work in the preparation of analyses and reports.

211. BUSINESS ADMINISTRATION—Any Quarter Conference. Credit Varies.

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.

220. SEMINAR—Any Quarter. Conference. Credit varies.

An opportunity will be given for research work on problems in the field of Commercial Education. Problems to be selected in conference with the head of the department.

CONTEMPORARY CIVILIZATION

The purpose of this department is to enlarge the outlook of college students with respect to fundamental life problems. It often happens that contact with these vital problems is such that students do not work out for themselves sufficiently clear and definite convictions to determine their attitudes when confronted by perplexing situations in the social world.

The courses offered have been arranged with the general purpose of (1) introducing the student to fundamental life problems and (2) making him acquainted with the cultural achievements of his time.

COURSE OF STUDY

1. CIVILIZATION—Introduction to Contemporary Culture. Winter quarter. Three hours.

This course deals with the important cultural contributions made in such fields of human activity as religion, morals, ethics, art, and science. It is individual in its outlook and emphasizes the importance of the student's helpful acquaintance with the cultural achievements of his time. It seeks to give the student a definite understanding of outstanding cultural developments.

2. CIVILIZATION—Introduction to Contemporary Civilization. Spring Quarter. Three hours.

This course deals with fundamental social, industrial, political, and international problems. It is social in its outlook and emphasizes the relation of the individual to his large-group social organization. It seeks to give the student a helpful conception of his place in the trends and movements of civilization.

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.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects as listed on page 5?, this department requires:

FOR KINDERGARTEN AND PRIMARY TEACHERS

TWO YEARS

FIRST YEAR: Ed. 3, Ed. 51, Ed. 52, Art. 2.

SECOND YEAR: Elem. Science 1, Art. 13, Eng. 15, Music 10 (prerequisite—sight singing test).

FOR INTERMEDIATE MAJORS

TWO YEARS

FIRST YEAR: Ed. 4, Elem. Science 1, Art 14.

SECOND YEAR: Geog. 12, Hist. 1 or 4 or 10 (one of these courses), Math. 8, Eng. 1, Eng. 15, Eng. 13, Music 11 (prerequisite—sight singing test).

FOR JUNIOR HIGH SCHOOL TEACHERS

TWO YEARS

FIRST YEAR: Eng. 15, Eng. 2, Hist. 1 or 2 or 4 or 10 (one of these courses), Elem. Science 1, Ed. 15.

SECOND YEAR: Ed. 113, Ed. 110, Geog. 14, Math. 108.

FOR TEACHERS AND SUPERVISORS IN RURAL SCHOOLS

TWO YEARS

FIRST YEAR: Ed. 21, Ed. 3, Geog. 12, Ed. 23, Math. 8, Eng. 1.

SECOND YEAR: Ed. 4, Ed. 20, either one of the following History courses: 1, 2, 3, or 10, Music 12.

FOR THIRD AND FOURTH YEAR STUDENTS IN EDUCATION

FOR MAJORS IN ELEMENTARY EDUCATION: Ed. 106, Ed. 129, Ed. 134, Ed. 150, Ed. 152 or 158, Ed. 210, Psych. 107, Biotics, 101.

FOR SUPERINTENDENTS, SUPERVISORS AND PRINCIPALS: Ed. 104, Ed. 113 or 115, Ed. 108, Ed. 120 (take either Ed. 147 or 120), Ed. 129, Ed. 134, Ed. 142, Ed. 144, Ed. 147, Ed. 210, Psych. 107, Biotics 101.

I. COURSES PRIMARILY FOR JUNIOR COLLEGE STUDENTS

*1. AN INTRODUCTION TO EDUCATION—Required of all first-year students. Every Quarter. Three hours.

This course aims to introduce the student to the study of education. It does for education what general science does for the later study of specialized subjects in science. The course deals with teaching as a profession, educators of the past and present, and many of the major problems that are met in the field of education. The purpose of the course is to orient the student in the great field of education and prepare him for the specialized study to come later.

2a. PRE-TEACHING OBSERVATION—Every Quarter. One hour.

This course consists of two regularly scheduled observation hours each week and one conference hour the first and fourth Tuesday of each month. The student observes the class he is to teach for a quarter preceding his actual teaching. This quarter of pre-teaching observation gives the student an opportunity to gain an insight into the technic of teaching and the mechanics of classroom management; a knowledge of the complete sequence of the subject matter of which he will teach only a part. Related readings and references in both content and method are required in this course. A student making a grade of less than "C" shall repeat the course.

2b. STUDENT TEACHING IN THE ELEMENTARY AND JUNIOR HIGH SCHOOL—Every Quarter. Hours according to schedule.

Required of all junior college students. A full quarter of teaching carries five hours' credit, meeting five days a week with two monthly group conferences on the first and fourth Tuesday. Each student making a grade of less than "C" shall be required to repeat this course. As a prerequisite to student teaching (Ed. 2b) each student must make at least a grade of "C" in observation (Ed. 2a), pass satisfactorily an achievement test, Ed. 1, 5, and a method course. (See page 31.)

*3. PRIMARY GRADE METHODS—Every Quarter. Four hours. Prerequisite, Ed. 1.

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

4. INTERMEDIATE GRADE METHODS—Fall, Spring, and Summer Quarters. Four hours. Prerequisite, Ed. 1.

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

5. PRINCIPLES OF TEACHING—Every Quarter. Three hours. Prerequisite, Ed. 1.

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

*10. THE ELEMENTARY SCHOOL CURRICULUM—Every Quarter. Three hours. Prerequisites, Ed. 1 and Ed. 5. Sophomore standing.

This course will deal largely with the objectives of elementary education. The main subject of the elementary curriculum will be studied from the standpoint of objectives to be attained in each in terms of existing aims, hypotheses, investigations, and measurements. Each subject will also be studied to determine what additions and eliminations of subject matter are desirable.

15. EDUCATIONAL GUIDANCE—Winter, Spring, and Summer Quarters. Three hours.

In this course a study will be made of the various agencies and methods for guiding pupils in their school work and into desirable vocational and avocational activities.

16. ELEMENTARY TRAINING COURSE FOR CAMP FIRE GIRLS LEADERSHIP—Every Quarter. One hour.

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

16a. ADVANCED TRAINING COURSE FOR CAMP FIRE GIRLS LEADERSHIP—Winter, Spring, and Summer Quarters. One hour.

Open to students who have had the elementary course in Camp Fire.

17. BOY SCOUT WORK—Spring and Summer Quarters. One hour. This course is intended for those who wish to become Boy Scout Masters.

*20. AGRICULTURAL EDUCATION—Fall and Summer Quarters. Four hours.

This is an elementary college course, given to meet the growing feeling that since agriculture applies generally to vital facts of many sciences, especially in pointing out man's relationship to nature and society, instruction in agriculture may well be given to all students irrespective of future life pursuits, as a training for good citizenship. This course, covering in a brief way the different fields or divisions of agriculture, will serve as an introductory course, and will especially meet the needs of those teachers who are preparing to teach in rural or grade schools where only one year of agriculture is taught. Particular attention is given to the planning of projects.

*21. RURAL SCHOOL PROBLEMS—Fall, Spring, and Summer Quarters. Three hours.

This course aims to contribute directly to the practice of those who work in rural schools. Genuine problems of the rural teacher are considered and real solutions offered. It attempts to apply present-day educational theory and scientific educational principles to the most difficult American educational situation, the rural school.

23. RURAL SCHOOL MANAGEMENT—Winter and Summer Quarters. Three hours. Prerequisite, Ed. 21.

This course deals with the distinctive problems of rural teaching that are due to many grades and consequent difficulties of rural school organization. It intends to assist young rural teachers immediately and directly.

24. THE RURAL COMMUNITY—Winter Quarter. Three hours.

This course intends to acquaint the student with the constructive factors of farm life needful for rural leadership and teaching under rural conditions, such as the school as a social center, the organization of parent-teachers clubs and other community organizations, program making for community organizations, relating the work of the school to the community life, the survey and its adaptation to the rural community. A brief study of the important characteristics of the rural community will also be made.

*28. SCHOOL AND HOME GARDENS—Spring and Summer Quarters. Four hours.

The topics of this course include: planning, planting, cultivating, controlling insect enemies and plant diseases; methods of propagation of vegetables and flowers; best varieties of vegetables and flowers for certain seasons; soil requirements for successful gardening; planting about home and school; use of hot-beds and cold-frames.

*51. LITERATURE, SONGS, AND GAMES FOR KINDERGARTEN AND PRIMARY CHILDREN—Every Quarter. Four hours.

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

*52. THE KINDERGARTEN CURRICULUM AND USE OF MATERIAL—Every Quarter. Four hours.

This course is a study of the educational possibilities of the natural activities of childhood.

100a. PROBLEMS OF EDUCATION—Fall and Summer Quarters. Three hours.

This course attempts to bring to interested students the results of research concerning current educational problems.

II. COURSES PRIMARILY FOR SENIOR COLLEGE STUDENTS

*101. PRINCIPLES OF HIGH SCHOOL TEACHING—Fall and Summer Quarters. Four hours.

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

102. ADVANCED STUDENT TEACHING IN ELEMENTARY TRAINING SCHOOL—Every Quarter. Five hours.

102a. STUDENT SUPERVISION IN ELEMENTARY TRAINING SCHOOL—Every Quarter. Five hours.

102b. STUDENT SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES IN TRAINING SCHOOL—Every Quarter. Five hours.

103. STUDENT TEACHING IN THE SECONDARY TRAINING SCHOOL—Every Quarter. Five hours.

This course will include conference, observation, supervision, and teaching under the direction of the training teacher. (See page 31.)

104. THE PROJECT METHOD OF TEACHING—Fall and Summer Quarters. Four hours.

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

*106. ELEMENTARY TYPES OF TEACHING AND LEARNING—Fall and Summer Quarters. Four hours.

An analysis of the less familiar types of teaching and learning; learning to understand social life; learning to be skillful in problem solving, silent reading, communicating ideas; learning to enjoy leisure time; learning to behave morally.

107. METHODS OF IMPROVING READING AND STUDY HABITS OF ELEMENTARY SCHOOL CHILDREN—Winter and Summer Quarters. Four hours.

In this course, a study will be made of silent-reading habits and abilities in their relationship to efficient performance in the elementary school subjects. Particular emphasis will be placed upon the methods of forming those habits in silent reading which are fundamental in independent or supervised study. The following problems will be discussed: the mechanics of reading and the work of the eye in reading; measurement of silent-reading ability; factors affecting silent-reading ability; the treatment of cases of retardation due to poor study and silent-reading habits.

*108. EDUCATIONAL SUPERVISION—Spring and Summer Quarters. Four hours.

This course will be of especial value to those who expect to become superintendents, principals, or supervisors. There will be a theoretical consideration of 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.

***109. SUPERVISED STUDY—Spring Quarter. Two hours.**

This course will discuss the conceptions of supervised study, the various schemes of organization by which the supervision of study is administered, the principles and methods of supervised study as they apply to various school subjects, the results of the more significant investigations concerning study, and a general evaluation of what this movement means.

110. EXTRA-CURRICULAR ACTIVITIES—Winter, Spring, and Summer Quarters. Three hours.

This course will discuss school councils and government, athletics, debating, literary and social clubs, the school newspaper and magazine, music and dramatic activities, and civic clubs and projects that relate to pupil participation. It will consider the purposes and values of such activities in forming proper habits, attitudes, and ideals, and will attempt to show wherein such activities are a necessary and valuable part of the school curriculum.

***111. PHILOSOPHY OF EDUCATION—Winter and Summer Quarters. Required fourth year. Four hours.**

This course is designed to study the underlying philosophy of education. It will attempt to show that education is a process of forming fundamental dispositions toward mankind; a process by which social groups maintain their continuous existence; a process by which an individual grows through gaining new meanings in his environment. This course also attempts to point out that a philosophy of education is a general theory of education, and, as such, it determines the fundamental aims of education and influences method and practice, and the selection and organization of subject matter. Finally, it will attempt to point out how it determines the educational values of materials taught and the activities of the school.

112. SCHOOL HOUSE CONSTRUCTION—Fall and Summer Quarters. Two hours.

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

***113. ORGANIZATION AND ADMINISTRATION OF THE JUNIOR HIGH SCHOOL—Fall, Winter, and Summer Quarters. Four hours. Primarily for junior high school majors. Senior College and graduate students take Ed. 213.**

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

114. PRIMARY SUPERVISION—Summer Quarter. Either half or full quarter. Two or four hours.

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

115. ORGANIZATION AND ADMINISTRATION OF THE ELEMENTARY SCHOOL—Winter and Summer quarters. Four hours.

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 problem in the large; 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; and extra-curricular activities.

***116. THE ORGANIZATION AND ADMINISTRATION OF A SENIOR HIGH SCHOOL—Spring and Summer Quarters. Four hours.**

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

120 (formerly 220). EDUCATIONAL FINANCE—Fall and Summer Quarters. Two hours.

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

123. EDUCATIONAL RESEARCH FOR SENIOR COLLEGE STUDENTS—Every Quarter. Four hours.

Registration for this course permitted only after conference with the head of the department. This course is a seminar or conference course for qualified senior college students. Students with definite problems will carry on research under the direction of the instructor in whose field the problem lies. Only one quarter's work may be taken.

125 (formerly Ed. 25). RURAL EDUCATION—Winter and Summer Quarters. Three hours.

A study of the general purpose and problem of rural elementary education. It considers the problem as being first elementary and then rural, or the problem of the elementary school in a rural setting. The influences of environment upon rural education, the proposed purposes—retaining the rural child upon the farm—vocation efficiency—broad rural citizenship—education through "ruralized curriculum," etc., and a criticism of these proposals will be considered. The advantages of the rural school for project study, the needs for larger units in rural education than the local district, the advantages and disadvantages of "open-country" consolidation, and the preparation of the rural teacher to meet the demands of the rural situation will also be studied.

126 (formerly Ed. 26). THE PROJECT CURRICULUM FOR RURAL SCHOOLS—Fall Quarter. Three hours.

This course is designed to study and interpret the basic ideas implied in the concept of project methods as formulated by leading educators of the present time and to show their use in rural education. Comparisons are made of concrete examples of the application of the project curriculum with the traditional rural school curriculum. It includes a study of the underlying principles which control the procedure of the project curriculum and an attempt to evaluate the principles.

*129 (formerly Ed. 229). CURRENT EDUCATIONAL THOUGHT—Spring and Summer Quarters. Four hours.

This course will consist of reviews and discussions of recent books and magazines in the light of the more important modern movements in each of the major fields of education.

*133. HISTORY OF EDUCATION WITH SPECIAL REFERENCE TO MODERN TIMES—Spring Quarter. Three hours.

This course will be a general survey of the history of education. After a brief study of the contributions of the Greeks, the Romans, and the medieval church, the following topics will be discussed and evaluated in terms of their influence upon modern times: the Renaissance, the Reformation, the rise of science, the development of vernacular schools, the influence of the educational reformers—Comenius, Rousseau, Pestalozzi, Herbert, Froebel, and Dewey—upon recent educational theory and practice. Finally, a comparative study of the educational systems of the chief countries of the world will be made.

*134. HISTORY OF EDUCATION IN THE UNITED STATES—Winter and Summer Quarters. Three hours.

Beginning with the Old World background, this course will trace the development of free public education in America up to the present time. Special emphasis will be given to a consideration of how the school subjects came to be what they are, the development of methods of teaching in terms of children's interests and capacities, and the influence of recent educational tendencies, such as the widened concept of citizenship training, the scientific study of education, and the economy of time movement. Contemporary educational problems will be used as the basis of explaining the educational and cultural history of the United States.

136. COMPARATIVE EDUCATION—First half Summer Quarter. Two hours.

A comparative study of European, English, and American educational systems. Special attention is given to organization, curriculum, and methods of instruction.

141. RECENT EDUCATIONAL DEVELOPMENTS—Winter Quarter. Two hours.

A course to acquaint students with special educational developments. Includes such topics as: adult education and Americanization; individual instruction; classes for the anemic, tubercular, blind, crippled, and delinquent; continuation and extension education; and the like.

*142. CITY SCHOOL ADMINISTRATION—Winter and Summer Quarters. Two hours.

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

144. SCHOOL PUBLICITY—Fall and Summer Quarters. Two hours.

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

147. EDUCATIONAL SURVEYS—Fall and Summer Quarters. Two hours.

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.

150. FOUNDATIONS OF METHOD—Fall and Summer Quarters. Four hours.

The aim of this course is to make an analysis of the principles on which method in general may be founded. An analysis of method is made to show that it is sound just to the extent that it utilizes the laws of learning. An attempt is made to unify our scattered notions about learning and teaching to see that they are based upon a sound educational psychology and philosophy.

151. THE PRE-SCHOOL—Winter and Summer Quarters. Three hours.

This course includes a study of the physical and mental growth of the child from two to four years of age. When possible, each student will make a careful observation of the development and personality of several children. The history and growth of the pre-school movement will be followed through the reading of recent educational publications.

152. THE CHILD AND HIS SCHOOL—Spring and Summer Quarters. Four hours.

An interpretation of elementary education as a social process in which the child is the major factor. A study of the principles underlying the education of elementary school children.

158. PRINCIPLES OF ELEMENTARY EDUCATION—Spring and Summer Quarters. Four hours.

This course will emphasize the principal phases of elementary education of particular interest to experienced elementary school teachers.

165. BIBLE STUDY: GREAT PERSONALITIES OF THE OLD TESTAMENT—Fall Quarter. One hour.

The purpose of the course is to show the growth, through experience, of the Hebrew mind and religion.

166. BIBLE STUDY: THE PERSONALITY AND TEACHINGS OF JESUS—Winter Quarter. One hour.

A study of the personality of Jesus and the practical application of His teachings to the life of today.

167. BIBLE STUDY: PAUL AND THE GROWTH OF THE CHURCH—Spring Quarter. One hour.

A study of the letters of Paul, of the situations which called them forth, and of the beginnings of Christianity.

168. PROBLEMS OF RELIGIOUS EDUCATION—Winter Quarter. Two or four hours.

The purpose of the course is to give practical help to teachers or prospective teachers in Sunday Schools, Week-Day Schools of Religion, and to leaders of clubs, in the problems of method of teaching in these schools, curriculum, worship services, etc. The course will include a study of objectives of moral and religious education.

190. THE ADMINISTRATION OF NORMAL SCHOOLS AND TEACHERS COLLEGES—Summer Quarter. Four hours.

This course is for students interested in positions in normal schools and teachers colleges. The course will deal with general administration and control; executive officers and their duties; the teaching staff and their qualifications and duties; selection, admission, and supervision and control of students; records and reports; placement, finance in teachers colleges, budgets, costs, sources of revenue, etc.; curriculum; the work of the training department; educational research and relation to other educational institutions.

III. COURSES FOR GRADUATE STUDENTS AND QUALIFIED SENIOR COLLEGE STUDENTS WITH THE CONSENT OF THE INSTRUCTOR.

(Junior college students may NOT register for these courses.)

208. SEMINAR IN EDUCATIONAL VALUES—Not given in 1926-27. Three hours.

This course will discuss the various values of education. Criteria for the inclusion of activities and materials of education will be suggested, and subject matter evaluated in terms of its functions and values in helping pupils engage efficiently in life's activities.

*210. PROBLEMS OF THE SCHOOL CURRICULUM—Fall and Summer Quarters. Three hours. Substituted for Ed. 10 for senior college students.

This is an advanced course in curriculum construction. It will deal with the sources of curriculum materials and with methods of investigation and evaluation of school courses in terms of impersonal or objective standards. Each student will be required to make a study or investigation of some aspect of the curriculum in order that he may more thoroughly understand the technic of curriculum construction.

211. CONCEPTION OF THE MIND IN EDUCATIONAL THEORY—Winter Quarter. Four hours.

This course will study the doctrines of mind that have exercised a determining influence upon educational theory, method, and practice. It will attempt to show that our conception of the nature of the mind determines in part the aims of education; furthermore, it will trace the historical development of the three major conceptions of mind and the relation of each to the aims of education. The status of intelligence and its influence on theory and practice will be discussed, and the difference between mechanical and intelligent behavior will be pointed out, as well as the implications for education.

213. PROBLEMS OF THE JUNIOR HIGH SCHOOL WITH SPECIAL REFERENCE TO THE CURRICULUM—Spring and Summer Quarters. Three hours.

This course will attempt to offer practical suggestions for the re-organization of the junior high school grades. The following problems, with the possible solutions based upon sound educational theory, practice, and scientific method, will be discussed: how to relate and integrate the program of the junior high school with that of the elementary and senior high schools, economy of time and learning, enrichment of the curriculum, and how to organize junior high schools for effective training in citizenship. The Rugg-Schweppé program, as embodied in The Social Science Pamphlets, will be presented, and applications of their experimental curriculum procedure will be made to other subjects of the junior high school. Opportunity will be given to observe the teaching of The Social Science Pamphlets in the training school.

216. PROBLEMS OF SECONDARY EDUCATION—Winter and Summer Quarters. Four hours.

This course is intended for graduate and advanced undergraduate students who are interested in intensive study of significant and fundamental problems in the field of secondary education. These problems will include organizing programs of study, administering student activities, financing student activities, organizing curriculum materials, planning teachers' meetings, and others related to secondary education. Intensive study and investigation will be organized along the lines of individual interest.

220. EDUCATIONAL FINANCE—This course is now numbered Ed. 120.

223. RESEARCH IN EDUCATION (GRADUATE)—Every Quarter. Three or four hours.

This is a seminar and conference course for graduate students who are working on their master's theses. The director of Educational Research will meet the graduate thesis seminar three times each week and will confer with individual students upon appointment when necessary. In seminar, the proper technic to be used in educational investigations and allied topics is considered, and opportunity is given each student to report upon and discuss the details of his study.

224. EXPERIMENTAL EDUCATION—Fall and Summer Quarter. Two or four hours.

This course will involve: names, reasoning, and induction in experimentation; four historical methods of experimental inquiry; recent methods of experimentation in education; findings in experimental schools and classes; planning an educational experiment; selection of technic; finding the subjects; relevant and irrelevant variables; experimental measurements; the statistics of experimentation; interpretation of experimental data; the reliability of conclusions reached; report and publication of the results of an experiment; thoughtful reading of experimental literature; selection, making, and scoring of tests and examinations; principles of graphic and tabular representation; classification of pupils; educational diagnosis; educational and vocational guidance.

229. CURRENT EDUCATIONAL THOUGHT—This course is now numbered Ed. 129.

240. WOMEN IN ADMINISTRATION—Spring and Summer Quarters. Four hours.

A course for deans of women and advisers of girls. Especially designed for those who desire training for positions as advisers of girls and deans of women. Some degree of maturity and experience in teaching fields is required of the students. The purpose is to set up ideals and standards of such a position; to find a body of definitely useful knowledge available for such training; and to secure recognition of the professional status of people trained in the technic of dealing with human relations. Lectures, readings, and reports on special investigations.

242. PROBLEMS IN EDUCATIONAL ADMINISTRATION—Spring and Summer Quarters. Four hours.

This course is primarily intended for superintendents and principals of schools. The problems selected for work in any quarter will vary with the interests of the group electing the course and the relative importance of the problems in present-day educational administration. The following are types of problems, some of which will be studied: types of publicity for a school system; modern school house construction; selection, purchase, and distribution of textbooks, equipment, and supplies; the development and utilization of a budget; needed changes in financial accounting; needed changes in taxation; needed changes in education laws for a particular state; a plan for a self-survey of a school system; the superintendent or principal as a supervisor—what he can do to improve instruction; an adequate set of educational and financial records and reports for cities of various sizes; how to make and utilize the results of age-grade-progress studies; analysis of the janitor's job; the selection, preparation, tenure, and promotion of teachers; and the legal rights of boards of education. For students desiring it, the course will afford guidance in the discovery and statement of problems suitable for work toward the advanced degrees.

EDUCATIONAL PSYCHOLOGY

The courses of this department have been arranged with the general purpose of making the student familiar with the important contributions which psychology has made to such phases of education as school organization and administration, the aims of education, and the best means and methods of realizing these aims. The whole public school system is viewed from the standpoint of the nature and needs of the child. An attempt is made to point out what the schools should be in order to preserve the child's physical and mental health, respect his native capacities and tendencies, secure his normal development, utilize his most natural modes of learning, and promote and check up the efficiency of his responses. More specific statements of the purposes of the department are given in the descriptions of the courses following.

The department offers two curricula, the one in Psychology and the other in special Schools and Classes. The first prepares the student to

teach psychology in normal schools and high schools and to fill such positions in clinical psychology and tests and measurements as are developing in connection with public school systems. The second prepares the student to take charge of special schools and classes, especially such as are designed for backward and feeble-minded children. Students who elect either of these curricula are advised to take at least six courses of the curriculum of some other department.

COURSE OF STUDY

Courses marked * are given also by extension.

FOUR YEARS FOR MAJORS IN PSYCHOLOGY

In addition to the core subjects listed on page 56, this department requires:

FIRST YEAR: Psychology 1 and 110.

SECOND YEAR: Psychology 3.

THIRD YEAR: Psychology 104, 105, 106, 107, and 109, Biotics 101 or 201.

FOURTH YEAR: Psychology 108a, 108b, 111, 109, 113, and 212.

Students who wish to major in the curriculum for teachers of special schools and classes will take a course in eugenics and a course in construction work in place of Psychology 105, 108b, and 212. They will also be held for some practice teaching in special classes.

Students who wish to specialize in the department, but find it impossible to remain at school four years, will be permitted to elect advanced courses.

*1. CHILD HYGIENE—Required of students who specialize in physical education. Winter and Summer Quarters. Four hours.

Purposes: (a) to give the student training in the detection of physical defects; (b) to discuss the effects of physical defects upon the child's health and his physical and mental behavior and development; (c) to discuss the causes of defects, the methods of preventing them, and the measures which are required for their removal; (d) to give partial preparation for the course in Clinical Psychology.

Topics: the necessity of paying attention to health; the types of effort required to improve health; air requirements for good health, and efficient behavior; deformities and faulty postures; malnutrition; enlarged and diseased tonsils and adenoids; defective teeth and mouth hygiene; defective hearing; defective vision. For each of the defects just enumerated there is a discussion of: the nature of the defect; its causes; its prevalence; its bad effects upon the child's behavior, happiness, and physical excellence; conditions requisite for the prevention of the defect; the methods and means of detecting defects; the treatment the child should receive in view of his defects. The last two items receive especial emphasis. Methods of detecting defects are demonstrated in the classroom.

*2a. EDUCATIONAL PSYCHOLOGY—Second year. Every Quarter. Three hours' credit, four hours' recitation. Required of all students.

The purposes of the 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.

Topics treated: discussion of the subject-matter, methods, and scope of psychology and its province in education; the stimulus response hypothesis; the physiological mechanism underlying a stimulus response psychology; brief discussion of simple and complex mental processes; the origin, development, and general characteristics of instinctive activity and their significance in controlling the behavior of children; the difference between native and acquired traits; an inventory of instinctive impulses and activities and a consideration of these as they appear in the behavior of school children in such forms as: manipulation of objects, exploration and curiosity, fighting and self-assertion, formation of gangs, rivalry, sympathy and co-operation, play, ownership, collecting, fear, truancy, etc.; discussion of the emotions, their control and utilization; the dynamic role of instincts in learning; conditions which promote work and avoid fatigue.

2b. EDUCATIONAL PSYCHOLOGY—Second year. Every Quarter. Three hours' credit, four hours' recitation. Required of all students. Students may take 2b prior to 2a if they so desire.

Purposes of the course: (a) in connection with Psychology 2a to acquaint the student with the psychology underlying learning and instruction; (b) to prove the student's ability to control learning by making him familiar with the principles which are a description of how learning occurs and with such conditions and procedures as will greatly facilitate learning; to discuss the nature of individual differences and point out their significance for instruction, school organization, and the arrangement of school work.

The content of the course consists of: a description of the nature of learning; a classification of the kinds of learning, such as motor, perceptual, and memorial, and thinking; a treatment of the primary and secondary laws of learning with many examples of their operation in the different kinds of learning and in the different school subjects; the part played in learning by such other factors as imitation and ideo-motor action; general characteristics of learning, such as trial and error, the course of improvement, the curve of learning and the curve of forgetting; a discussion of motor learning, perceptual learning, memorial learning and thinking as these are involved in the activities of life and the schoolroom; the requirements of effective instruction in the different kinds of learning; the problem of the transfer of training and its significance for instruction and the selection of the content of the course of study; the nature of individual differences and the significance of these differences for instruction and school organization; a brief general treatment of mental and educational measurements, personality traits, and race differences.

3. CHILD DEVELOPMENT—Second year. Spring Quarter. Four hours.

Purposes of the course: (a) to point out the child's requirements during the different stages of his physical development; (b) to describe the nature of the child's mental development and discuss what kind of behavior and activities may be expected of him in any stage of development; (c) to encourage the student to form the habit of observing the behavior of the child and to interpret the significance of such behavior; (d) to give the student a sympathetic and understanding attitude toward child life.

The following topics are treated: the purposes and methods of studying the development of children; anthropometrical measurements and the nature of the child's physical growth; the child's physical requirements in the different stages of his physical development; general characteristics of the mental development of the child; the development of the child's attention, sense-perception, memory, imagination and thinking, feelings, ideas, interests and volition; the behavior which may reasonably be expected of the child during the different stages of development of his mental processes; the psychology of lying; instruction in observation and esthetic appreciation; children's ideals; the child's suggestibility; the nature and significance of play; the moral and religious life of the child.

104. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS—Third year. Spring and Summer Quarters. Four hours. Required of students who teach and supervise elementary and junior high school subjects.

Purposes: (a) to give the student a basis for the evaluation of methods of instruction and the requirements of learning in the different school subjects; (b) to give him the ability to modify the methods of instruction and the conditions of learning so as to preserve an effective balance of emphasis among the mental activities involved in learning them and to adapt them to differences in the instructional needs of individual children; (c) to place before the student such procedures and conditions of learning in the different school subjects as have been discovered through experimental studies and deduced from the laws of learning and known facts about the child's capacities and tendencies. The course also is a partial preparation for the course in Clinical Psychology.

Content of the course: for each of the elementary school subjects, an analysis is made of the activities involved in learning them in order that none of the abilities which the subject is supposed to develop may be neglected, and as a preparation for a discussion of such methods and conditions of learning and teaching the school subjects as have been found to be favorable either by experimental studies or the deductive application of known psychological facts and principles; individual differences in learning the elementary school subjects; factors which have a favorable influence upon learning them. This general statement of the content of the course must suffice because it would take too much space to list the topics treated in each one of the school subjects.

105. PSYCHOLOGY OF THE HIGH SCHOOL SUBJECTS—Third year. Winter and Summer Quarters. Four hours. Required of senior high school teachers and high school principals.

Purposes: (a) to develop a psychological attitude in the prospective high school teacher toward both the child and his subject; (b) to demon-

strate the need of co-operation on the part of the teachers of all of the different high school subjects for the benefit of the student; (c) for additional purposes, see those stated under Course 104.

Topics treated: presentation of the aim and requirements of the course; the importance of understanding the high school student; essential differences between the old and new high school from the psychological point of view; how to train high school students to study effectively; psychology of classroom management; experimental work on the transfer of training in high school subjects; psychological analysis of subjects taught in high school; psychology of the methods employed in teaching the high school subjects; psychology of selecting subject matter in each one; the psychology of motivation and appreciation in the high school; individual differences in aptitudes and interests.

106. CLINICAL PSYCHOLOGY—Spring Quarter, 1927. Four hours.

Purposes: to teach the student how to determine the mental status of the child with the purpose of improving the child's adaptation to his school life and life in general; (b) to show how we may learn about the child's mental status through first-hand observation, tests and experiments, a prescribed course of treatment, and the collection of hereditary, developmental and environmental data pertaining to the child; (c) to supply such preparatory information for this work as was not presented in other courses in psychology.

Topics: description of clinical psychology; the methods and objectives of clinical psychology; its inception and history in schools and higher institutions of learning; discussion of the kind of data which should be collected for the purpose of making mental diagnoses, prognoses, and recommendations for treatment; a presentation and discussion of suitable blanks for the purpose of recording these data; qualifications essential for successful psycho-clinical work; the value of classification; the classification of children from the standpoints of intelligence, pedagogical retardation and acceleration, and psychological retardation and acceleration; the causes of retardation. The remainder of the course consists primarily of a treatment of the mental and physical natures of the feeble-minded and the unstable child with a discussion of such other factors as causes, prevalence, learning ability, social and racial significance, treatment, and disposal. A clinical study is made of several children for demonstration purposes.

107. MENTAL TESTS AND MEASUREMENTS—Winter and Summer Quarters. Four hours.

Purposes: (a) to familiarize the student with the various kinds of mental measurements and with the means and methods employed in making them; (b) to give the student training in the administration of the various kinds of mental tests; (c) to develop the right attitudes toward the use of mental tests; (d) to point out the social, educational, psychological, and vocational significance of mental tests; (e) to give the student some conception of the nature of the mental processes measured and of the principles of mental testing and test constructions; (f) to give partial preparation for the course in Clinical Psychology.

Topics: historical background for the development of mental testing; historical sketch of the development of mental tests; general classification of tests and measurements, including tests of inherited capacity, acquired ability, and such miscellaneous tests as are designed to measure the will and temperament, the emotions, moral behavior, and personality traits; intelligence tests as a means of vocational guidance; a dozen or more uses of intelligence tests in education; other uses of intelligence tests which have more or less educational significance, such as differences in intelligence between the sexes, among races, communities, and neighborhoods, the children from the various occupational groups, and immigrants of different nationalities, and between rural and city school children; the relation between intelligence on the one hand and crime, physical characteristics, physical stigmata, and physical defects on the other; the hereditary nature of intelligence; the possibility of improving the intelligence through training, etc.; preparation for giving intelligence tests; the concept of intelligence; the principles of intelligence testing and intelligence test construction; the reliability and validity of intelligence tests.

*108a. EDUCATIONAL TESTS AND MEASUREMENTS—Fourth year. Fall and Summer Quarters. Four hours. Required of students who are preparing to teach and supervise elementary school work, including the Junior High School.

Purposes: (a) to give the student an appreciation of the importance of accurate measurement in education; (b) to develop a realization of the inaccuracy of the traditional methods of measurement; (c) to give the student a working knowledge of the best instruments for measuring the outcomes of education; (d) to develop the right attitude toward the use of standardized tests.

Topics: historical sketch of the development of educational tests and measurements; the nature and classification of tests and measurements of school achievement; the general values of educational measurement; the importance of greater accuracy in educational measurement, and the requirements of greater accuracy; undesirable features of the traditional type

of examination; the extent to which the traditional types of measurement should be replaced by standardized educational tests; the limitations of standardized educational tests; the newer types of examinations; their nature and value in comparison with the written examination; methods of improving the ordinary teacher's examination; discussion of the criteria for the selection of standardized educational tests and scales; instructions for giving educational tests and using quality scales; using the results of educational measurements for the purposes of classification and promotion, educational guidance, making prognoses and different degrees of diagnoses, and measuring the efficiency of schools and the methods and means of instruction employed by the schools; the use of tests as a teaching device; description and discussion of some of the standardized educational tests in each one of the elementary school subjects.

***108b. EDUCATIONAL TESTS AND MEASUREMENTS—Fourth year. Spring and Summer Quarters. Four hours. Required of students who are preparing to teach and supervise in the senior high school.**

Purposes: see Psychology 108a.

Topics: the content of the course differs from that of 108a mainly in the description and discussion of standardized tests. In 108a a study is made of the tests designed for the elementary school subjects, while in 108b a study is made of the tests designed for the subjects of the high school.

109. PSYCHO-CLINICAL PRACTICE—Fall Quarter. Two or more hours.

Purpose: to give the student practice in the kind of work treated in other courses, especially in Psychology 106. Another practical purpose is to improve the physical and mental conditions of the children of the Training School and remove hindrances to their school progress.

Work done: children are examined for physical and mental defects; courses of treatment are prescribed or parents notified.

***110. GENERAL PSYCHOLOGY—Fall and Summer Quarters. Fourth year. Four hours.**

Purposes: (a) to give the student a fuller knowledge of the subject matter of the science of psychology, its problems, methods, concepts, and theories than is possible in any of the other courses offered by the department, in the hope that students may be better able to apply psychological principles to situations in which they may be helpful and have a better appreciation of the differences between psychology as a science and psychological quackery, and of the literature in other fields in which psychological concepts and theories appear or are alluded to; (b) to prepare students to teach psychology in colleges and high schools.

Topics: the content of the course is very similar to that which is found in most of the texts in general psychology. The following topics are discussed: the nature of psychology; its problems and methods; its relation to other sciences; the nature and kinds of reactions and their physiological basis; the nervous system; tendencies to reaction and their relation to motives and purposes; distinction between native and acquired traits; the nature of instincts and emotions; discussion of the various kinds of instincts and emotions; the nature of feeling; the elementary sensations of the different senses with some discussion of the nature of the sense-organs mediating them; the nature and laws of attention; the nature of intelligence; the nature of learning and habit formation; the nature of memory with some discussion of economy in memorizing; mental imagery; the nature and laws of association; the nature and kinds of perception, reasoning, and imagination; the will and personality.

111. SPEECH DEFECTS—Fall Quarter, 1926. Two hours.

Purposes: to make the student realize the importance of correcting speech defects and to give instruction in the methods of correcting these defects.

Topics: classification of speech defects; description of the nature of the defects; their social, pedagogical, vocational, and personal handicaps; their prevalence; their causes and their treatment or cure. Some time is devoted to classroom demonstration.

112. PSYCHOLOGY OF MUSIC—Winter Quarter. Four hours. Required of third or fourth-year music majors in lieu of Psychology 104, 105, 108a, and 108b.

The general topics of this course are: (a) the psychology of learning as it applies to music; (b) the psychology of musical talent; (c) tests and measurements in music; (d) the psychology of musical appreciation.

113. VOCATIONAL PSYCHOLOGY—Winter and Summer Quarters, 1928. Four hours.

Purposes: (a) to acquaint the student with the nature of individual variations in the capacity for and efficiency in various kinds of vocational work; and to point out the causes and effects of these variations and the

methods of detecting them; (b) to familiarize the student with the fundamental problems of a psychological nature which confront both the employment manager and the vocational counselor.

Topics: the field and history of vocational psychology; the difficulties and limitations of applied psychology; the aims and requirements of the course; individual differences as applied to the vocational field, their causes and effects; some treatment of statistical procedures; popular systems of vocational guidance and their fallacies; the value of the personal interview with the applicant and its psychological aspects; how to supplement the interview with tests; trade tests as developed during the recent war; tests of endurance, speed, motor control, dexterity, sensory, and perceptual capacity; uses and limitations of intelligence tests in vocational work; assisting children in self-appraisal and the choice of a suitable vocation.

114. PSYCHOLOGY OF THE KINDERGARTEN-PRIMARY CHILD—Summer Quarter. Two hours.

Open to all students who have had one or more courses in Psychology.

115. PSYCHOLOGY OF THE JUNIOR HIGH SCHOOL CHILD—Summer Quarter. Two hours.

Open to all students who have had one or more courses in Psychology.

116. SPECIAL TALENTS AND DEFECTS—Summer Quarter. Two hours.

Open to all students who have had one or more courses in Psychology. Some of the topics of this course are: the nature of ability; the relationships among capacities; and special talents and defects in such school subjects as reading, writing, spelling, drawing, and arithmetic.

117. MENTAL HYGIENE—Summer Quarter. Two hours.

Open to all students who have had one or more courses in Psychology. The purpose of this course is to show how education is involved in causing and preventing such mental abnormalities as neurasthenia, psychasthenia, and other types of mal-functioning of the mind and nervous system.

212. STATISTICAL METHODS—Fall and Summer Quarters. Four hours.

Purposes: (a) to improve the student's ability to comprehend the meaning of educational and psychological literature; (b) to prepare him to make the necessary computations involved in mental and educational measurements; (c) to equip him with an important part of the knowledge necessary for the selection of the best mental and educational tests; (d) to prepare the student to make original investigations which involve a statistical technic.

Topics: the meaning of statistics and statistical methods; sketch of the development of the science of statistics; the value of statistics; common errors in the use and interpretation of statistics; the collection and classification of data; measures of central tendency, such as the mode, median, and the arithmetic mean; measures of variability, such as the quartile deviation, the mean deviation, and the standard deviation; measures of reliability; the application of measures of central tendency, variability; reliability to test construction and to the results of measurements in psychology and education; the measurement of relationship; the use of tabular and graphic methods.

213. CONFERENCE, SEMINAR, AND LABORATORY COURSES—Any Quarter. Hours depending upon the amount of work done.

Purpose: to make it possible for the student to do, on problems which are of especial interest to him, more extensive and exhaustive work than was possible in the other courses in Psychology.

Suggested topics: test construction; diagnostic testing; practice in giving tests and working up the results of tests; prognostic testing; intensive study of all the tests in one or more of the school subjects; problems in learning and the transfer of training; the relative effect of heredity and environment on individual differences; sex hygiene; retardation; delinquency; a study of tests of moral behavior, personality traits, the emotions, temperament, and will; current psychological literature, etc.

214. ADVANCED EDUCATIONAL PSYCHOLOGY—Spring Quarter. Four hours.

Purposes: (a) to give the student a first-hand acquaintance with the experimental literature in educational psychology; (b) to develop an appreciation of psychological methods and experimental technic; (c) to give a fuller knowledge of some of the topics which are the subject matter of the elementary courses in educational psychology.

Topics: a study of some of the psychological methods and experimental technic involved in the development of educational psychology; the nature and varieties of learning; animal learning; associative learning in man;

analytical learning; selective thinking and reasoning; the nature of mental functions; learning curves; the improvement of mental functions; the amount, rate, and limits of improvement; the factors and conditions of improvement; forgetting; the spread of improvement of the transfer of training; fatigue; curves of work; heredity; differences in individuals, families, sexes, and races.

215. **ADVANCED EDUCATIONAL TESTS AND MEASUREMENTS**—Any Quarter. Four hours.

Purposes: to give the student such advanced training in tests and measurements as to prepare him to construct and standardize tests, to make an intelligent selection of tests, to plan testing programs, to work up the results of measurements in a meaningful way, and to give him a deeper insight into some of the problems which were briefly discussed in Psychology 108.

Topics: the nature of educational measurements; the preparation and validation of test material; the organization of test material; the preparation of instructions for giving tests; the technic of scaling tests and measuring instruments; practice in using the technic; the requirements of reliability and objectivity; the establishment of norms and their uses; planning testing programs; working up the results so as to realize the objectives of the program; how to make a critical study of a test.

FINE ARTS

The purpose of the Department of Fine Arts is to prepare teachers to meet all the demands made upon regular grade teachers in public and private schools from the kindergarten up through the high school in all branches of art, and to train special students to act as departmental teachers and supervisors. There are several courses for special students of Fine Arts. The courses are open as electives to all students of the College.

The department occupies the entire second floor of Guggenheim Hall, and is well equipped. In addition to the regular equipment, there is a museum of ceramics, original paintings, and reproductions of masterpieces.

COURSE OF STUDY

Two or four-year course in Fine Arts.

In addition to the core subjects as listed on page 50, this department requires:

FIRST YEAR: Fine Arts 1, 2, 3, 3a, 4a, 14, 16, and Industrial Arts 10.

SECOND YEAR: Fine Arts 4b, 5, 6, 7, 9, 11, 12, 13, 17.

THIRD YEAR: Fine Arts 100, 101, 102, 104, 108, and six hours of Art to be selected by the student.

FOURTH YEAR: Fine Arts 103, 104a, 105, and six hours of Art to be selected by the student.

1. **METHODS OF TEACHING FINE ARTS IN INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL**—Winter Quarter. Four hours. Fee, 50 cents.

Freehand drawing, perspective, color, composition, and design adapted to the needs of intermediate grades and junior high school. Mediums: pencil, charcoal, water color, chalk. Principles of teaching in connection with each unit of work.

2. **METHODS OF TEACHING FINE ARTS IN PRIMARY GRADES**—Fall and Spring Quarters. Four hours. Fee, 50 cents.

Freehand drawing, perspective, color, composition, and design adapted to the needs of the first four grades. Principles of teaching in connection with each unit of work.

3. **FREEHAND DRAWING I**—Winter Quarter. Four hours.

Drawing in line, dark-and-light, and color. Study of the principles of composition and perspective. Reference texts: Dow's Composition, Norton's Perspective.

3a. ART STRUCTURE I—Fall Quarter. Four hours.

An introductory course devoted to the study of basic principles in art structure. Problems in spacing, value relation, and color harmony to produce fine quality in line and pattern.

4a. ART STRUCTURE II—Winter Quarter. Three hours.

Art structure the basis of fine pattern. Exercises in design creating harmony through the use of structural principles. Application to textiles: print-block, tie-dye, batik, free brush stitchery. Study of design in historic textiles.

4b. DESIGN—Each Quarter. Four hours.

Theory of design. Development of the principles of design through the study of line, mass, and space relationship. The theory of color and its use in design.

5. WATER-COLOR PAINTING—Fall and Spring Quarters. Four hours.

A course to develop color harmony, composition, and water-color technique. Study of the various methods of water-color painting. Appreciation of the work of the masters. Still-life and landscape suggest the subject matter for this course.

6. ART APPRECIATION—Fall and Winter Quarters. One hour.

The essential structural elements of fine arts are taken up in illustrated lectures. The purpose of the course is to increase the student's power to interpret, select, and enjoy fine art.

7. CONSTRUCTIVE DESIGN—Fall and Spring Quarters. Four hours.

Creative design and construction of problems in tooled leather, basketry, block-printing, batik, gesso. Decoration of common objects. Study of dyes and the uses of dye. Laboratory experience.

9. HISTORY OF ART—Winter Quarter. Three hours.

The evolution of art from the beginning of history; the growth of the great schools and their influences; the study of the important masters, their personalities as related to their art, and their work as an index to the time in which they lived; illustrated by a large collection of photographs and lantern slides. Lectures with related reading.

11. HISTORY OF ARCHITECTURE—Spring Quarter. One hour.

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

12. HOUSEHOLD ART DESIGN—Spring Quarter. Four hours.

Principles of design and color related to costumes and interior decoration. The execution of designs for interiors and costumes.

13. INDUSTRIAL ART FOR PRIMARY GRADES—Each Quarter. Four hours. Fee, \$1.50.

This course is intended to give methods of teaching the relation of art to the industries. It consists of study and practice of design and color in industrial expression, including paper construction, cutting, weaving, stitchery, stick-printing, toy-making, basketry, clay-modeling, and table problems. The relation of art to other subjects of the curriculum.

14. INDUSTRIAL ART FOR INTERMEDIATE GRADES AND JUNIOR HIGH SCHOOL—Fall and Spring Quarters. Four hours. Fee, \$1.50.

A study of art in the industries with methods of teaching and practice in design and color in industrial expression, including paper construction, basketry, bookbinding, print-block, toys, clay-modeling. Relation of art to other subjects of the curriculum.

16. FREEHAND DRAWING II—Spring Quarter. Four hours.

An intensive course requiring accurate drawing, use of the principles of composition, and study of value and tone relations. Medium used is charcoal. Prerequisite, Art 3.

17. LETTERING AND POSTER COMPOSITION—Fall and Spring Quarters. Two hours.

The aim of this course is to familiarize the student with alphabets used in fine printing, good advertisements, and to give practice in lettering, manuscript writing, color, design, and the rendering of objects in decorative form as required for poster work.

100. SUPERVISION OF FINE ARTS EDUCATION—Spring Quarter. Two hours.*

Supervision of art in public school systems; the planning of a course of study; methods of teaching; reading on related subjects.

101. DRAWING FROM THE FIGURE—Spring Quarter. Four hours.

Figure construction, composition. Study from the costumed model. Mediums: pencil, charcoal, color.

102. DESIGN AND LETTERING—Winter and Spring Quarters. Two or four hours.

Advanced lettering. Design considered in its relation to advertising art. Posters, cover designs, show cards, and other advertising problems are executed. Prerequisite, Art 17.

103. ART STRUCTURE III—Fall and Winter Quarters. Four hours.

Advanced study of composition. Mediums: oil and water color. Execution of design for specific fine arts objects.

104. DESIGN AND COMPOSITION—Fall and Spring Quarters. Four hours.

Advanced design and color. Principles of design and ways of creating harmony in design and color.

105. OIL PAINTING I—Winter and Spring Quarters. Four hours.

A study of methods used in developing a professional technic and an appreciation of the various types of painting; impressionism, neo-impressionism, post-impressionism, old masters, modern. Composition of still-life, landscape, and figure. Study of color properties, tone relationship.

108. POTTERY I—Fall and Winter Quarters. Two or four hours.

Fee, \$2.00.

Study and application of various processes in modeling, firing, and decorating clay objects, such as bowls, vases, and tiles. The historical development of pottery-making as a craft with emphasis on standards for judging the art value. Casting and cement pottery.

115. POTTERY II—Winter and Spring Quarters. Two hours. Fee,

\$2.00.

A course which stresses the decoration and glazing of pottery.

200. OIL PAINTING II—Winter and Spring Quarters. Four hours.

An advanced course in composition and color. The work may be done outside of regular classes, to suit the convenience of the student. Regular criticisms will be given by the instructor in charge. The student must submit satisfactory evidence of having had sufficient preparation for this course.

202. RESEARCH IN FINE ARTS EDUCATION—Four hours.

This course is for students who wish to do research in connection with art subjects and problems of interest to art teachers.

GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY

The courses listed in this department are not review courses covering the material taught in the elementary schools. The subject matter included is treated in a professional manner with teaching as the objective.

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

COURSE OF STUDY

Courses marked * are given also by extension.

FOUR YEARS FOR MAJORS IN GEOLOGY, PHYSIOGRAPHY, AND GEOGRAPHY

In addition to the core subjects as listed on page 50, this department requires:

FIRST YEAR: Geography 7, 8, Elementary Science 1, and History 10.

SECOND YEAR: Geography 4, 5, 12, and 52.

THIRD YEAR: Twelve hours of Geography selected by the student.

FOURTH YEAR: Eight hours of Geography selected by the student.

***2. PHYSIOGRAPHY—Winter Quarter. Four hours.**

The work in this course is divided between topographic work, which embraces a study of topographic and geologic maps, and, as far as possible, field trips to type regions. Four weeks of the twelve are devoted to the study of meteorology and the observation and prediction of weather phenomena. This course is a good foundation for much of the work given in elementary science and furnishes an excellent background for history and for other geography courses.

4. REGIONAL GEOGRAPHY OF NORTH AMERICA—Fall and Summer Quarters. Four hours.

The continent will be studied from the standpoint of its geologic and climatic controls, and upon these will be built the economic and other human aspects. The continent will be divided regionally into climatic provinces which will be used as the starting point for the study of similar climatic provinces in other continents.

5. GEOGRAPHY OF THE NEW EUROPE—Winter and Summer Quarters. Four hours.

We endeavor to understand Europe in the climatic and geologic terms of our own continent. The linguistic, economic, and other bases for the new countries of Europe will be studied. The work in this course is taken up from the social science point of view. No textbook is used because we wish to bring the subject matter up to the present time.

***7. BUSINESS GEOGRAPHY—Winter and Summer Quarters. Four hours.**

A course primarily designed for business majors. A study of the great product areas, the human factors in production, trade routes, reasons for location of cities, and the displacement of river by railway traffic are some of the chief topics studied. The human factors in production, for example the varying potentialities of races, health, and social tradition, will also be dwelt upon.

8. HUMAN GEOGRAPHY—Fall Quarter. Four hours.

The great subdivisions of mankind from the racial standpoint will be taken up, with a study of their physical and mental characteristics. The relation of man to his environment, as, for instance, desert, tropical, forest, etc., will be stressed.

12. METHODS IN INTERMEDIATE GEOGRAPHY—Fall, Winter, and Summer Quarters. Four hours.

This course is a lecture course in which the general principles of geography are discussed. Field trips and museum work are a part of the course. The endeavor is to give a course in the methods of presenting geography and at the same time to make the subject enough of a content course so that intermediate majors who wish to get a brief survey of the subject matter and the methods of presenting it may have a chance to do so.

14. JUNIOR HIGH SCHOOL METHODS—Spring and Summer Quarters. Four hours.

A course in subject matter and method designed for junior high majors. The course involves the treatment of the subject matter from the social science point of view. This is a method course in which method is presented, not alone, but as a part of the subject matter.

52. GEOGRAPHY OF SOUTH AMERICA—Spring Quarter. Four hours.

A course on the racial, economic, and political aspects of South American geography. After a brief general survey of the continent, the students are assigned special topics, which they present to the class in the form of an illustrated lecture. An excellent megopticon lantern makes it possible to carry on this without any interference with class routine. Not given in 1927.

53. GEOGRAPHY OF ASIA—Spring Quarter. Four hours.

A course on Asia following the same line as the course on South America, Geog. 52. In the case of Asia the social and racial geographies are stressed, while in South America more emphasis is placed on the commercial aspects.

100. GEOLOGY—Fall Quarter. Four hours.

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

***103. CLIMATOLOGY—Spring and Summer Quarters. Four hours.**

The climates of the world with particular reference to their geographic and historic influences will be the primary elements studied in this course. The basis for dividing the world into climatic provinces—Oregonian, Californian, Canadian, Nevadan, etc.—will be taken up in detail.

***113. MATHEMATICAL GEOGRAPHY—Fall Quarter. Three hours.**

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

***122. BIOGEOGRAPHY—Spring Quarter. Four hours.**

The geographic distribution of plants and animals, as determined by climate and soil. The great world plant provinces—as, for example, the *selvus* hot deserts and taiga tundra—are taken up. Animal life, insofar as it takes on peculiar forms or habits of life in these varying habitats, will be considered. The effect of island isolation on animal and plant forms will be discussed.

130. THE ISLANDS OF THE SEA—Fall Quarter. One hour.

A study of the various ways islands are formed as well as their relation to the continents in a biologic and social sense. Geographies often omit a study of outlying islands because they are chiefly concerned with the continents. This course is designed to fill this gap in the student's geographic knowledge—a gap that needs to be filled because of the strategic and historic importance of many island groups.

150. GEOGRAPHY OF COLORADO—Winter and Summer Quarters. Four hours.

A lecture course on Colorado geography touching the physiographic features of the state, the influence of the geologic past upon these features, weather phases and climate of Colorado, the main geographic controls in animal and plant distribution, Colorado man, past and present, and his distribution, the industries of the state, and the geographic controls of industry.

162. GEOGRAPHY OF THE TROPICS—Winter Quarter. Four hours.

A course on the chief problems of the tropics, climatic, racial, social, and governmental. The interdependence of tropical and temperate zones will be stressed.

170. GEOGRAPHY OF POLAR LANDS—Spring Quarter. Four hours.

A course designed to bring out the main facts with reference to the Arctic and Antarctic regions. Emphasis will be placed upon the economic potentialities of these regions in future world economy. A large part of the course will be devoted to special reports by students.

199. CONSERVATION—Fall Quarter. Four hours.

A course on the preservation of the great natural resources of our land. Special reports by students on topics like forests, water power, pollution of streams, irrigation projects, etc., will form the main part of the course.

HISTORY AND POLITICAL SCIENCE

This department offers courses in the two fields, history and political science, of such nature that they meet the needs of teachers in elementary and high schools. The courses are arranged to cover the materials and methods which are most helpful in presenting the subjects of history, civics, and the social sciences. The new courses in Social Science are based very largely upon history and political science. Opportunities for election are ample to give superior preparation for the teaching of such courses.

The increasing interest in civics and citizenship is marked. All phases of governmental activity are growing in importance. These features of our experience are reflected in the school programs. The courses offered in this field are of practical value to teachers.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: Political Science 1, History 27, and one course selected from each of the following groups: (1) History 1 or 10; (2) History 2, 3, or 4.

SECOND YEAR: History 5, 6, and 13, Political Science 2.

THIRD YEAR: Twelve hours of History and Political Science selected by the student.

FOURTH YEAR: Twelve hours of History and Political Science selected by the student.

In addition to the above, a total of at least twelve hours of Sociology, Economics, and Geography combined should be selected by the student. This work may be distributed over the four years.

Students who plan to go on with graduate work are advised to acquire a good reading knowledge of French before completing their work for the Bachelor's degree. All students are advised so to arrange their programs that they will have other subjects besides their major that they can teach, if required to do so.

HISTORY

*1. **AMERICAN HISTORY, 1700-1800**—Fall, Winter, and Spring Quarters. Four hours.

Social and economic conditions at the close of the first century of colonization; types of colonial government; relations with the mother country; the development of self-government; conquest of French North America; new schemes of imperial control; causes of the Revolution; foreign relations; finances; the loyalists; formation of a permanent government; establishing the new government.

*2. **AMERICAN HISTORY, NATIONAL DEVELOPMENT, 1820-1865**—Fall and Winter Quarters. Four hours.

Consolidation of the new West; the tariff controversy; financial readjustment; removal of the Indians beyond the Mississippi; westward expansion; Jacksonian democracy; the slavery controversy; secession and civil war; saving the Union; foreign relations; economics of the Civil War.

*3. **RECONSTRUCTION AND THE NEW UNITED STATES**—Winter and Spring Quarters. Four hours.

Problems of reconstruction; radical ideas in Congress; the negro problem in the South; carpet bag rule; rebuilding of political parties; railroad and commercial expansion; the United States as a world power; the new era of industrial consolidation; regulating industry; Roosevelt and Wilson Americanism; the World War.

4. **WESTERN AMERICAN HISTORY**—Winter and Summer Quarters. Four hours.

The westward movement as an historical process. Causes which led to migration from the eastern states. The occupation of the region between the Alleghenies and the Mississippi. The land policy of the United States. Reaction of the West upon national policies. Expansion into Florida, Louisiana, and the Oregon country. Acquisition of Texas and war with Mexico. Discovery of gold in California and Colorado and the resultant gold rush. Settlement of Utah, and special features of the history of Colorado. Coming of the new west and passing of the old frontier conditions.

*5. **EARLY MODERN EUROPE**—Fall and Summer Quarters. Four hours.

Phases of the later medieval period that vitally affected the development of the nations of western Europe. Development of important nations. The Reformation, with its results upon both Catholic and Protestant churches. The new spirit of education and missionary zeal. Beginning of the expansion of European nations to other continents and the growth of colonial empires. National and religious rivalry in the seventeenth and eighteenth centuries. Growth of democratic ideas of government. Causes leading to the French Revolution. The revolutionary and Napoleonic eras in Europe, with their resultant political, social, and economic changes.

***6. MODERN EUROPEAN HISTORY—Winter Quarter. Four hours.**

This is a continuation of Course 5. The Congress of Vienna and its attempt to restore Europe to what it was before the French Revolution. The new balance of powers. Continued growth of democracy. Social and political results of the spread of the industrial revolution. New spirit of radical socialism. Conflict between the new and the old ideas of science and religion. Continued growth of political democracy. Rise of Russia, Prussia, and Italy as important national states. Renewed colonial expansion, and the national rivalries that resulted from it. The Balkans and their problems. Break-up of the balance of power. New alliances. The World War. Versailles and since.

***10. SOCIAL AND INDUSTRIAL HISTORY OF THE UNITED STATES—Every Quarter. Four hours.**

The current social and industrial conditions in the United States will be traced from their beginnings; European conditions which furnish traceable influences will be considered. Some of the subjects are the natural resources; the influence of cheap land; the effect of invention, machinery, and science; the development of agriculture and manufacture; the rise of the great industries; capitalism, business combination, and labor organization; the efforts of labor to better conditions.

***13. THE TEACHING OF HISTORY AND CIVICS IN THE ELEMENTARY SCHOOL—Spring Quarter. Three hours.**

The development of history instruction in the schools; the aims and values of history instruction; the courses of study; methods and materials for the several grades; testing results; school problems related to history, such as the place of history in the curriculum and the relation of history to other subjects. Prerequisite, at least one subject matter course in American History.

***27. CONTEMPORARY HISTORY—Fall Quarter. Two hours.**

This course deals with the world problems that have developed since the World War. Topics are selected that are of current interest and studied in the light of their historical development. These topics vary from year to year. Each year brings in some new problems that are pressing for solution and sees others eliminated that have temporarily been adjusted. Topics are selected from events in the United States, in South America, in Asia, and in Europe that touch the Americans in some important way. Much use will be made of current periodicals.

***101. COMMERCIAL AND FINANCIAL HISTORY OF THE UNITED STATES—Spring Quarter. Four hours.**

English commerce, its ideals, its regulation, and its effect upon colonial development on the continent of America. Chief characteristics of colonial commerce. Effect of the Revolution upon American trade. Encouragement of commerce by the new national government. Currency and banking reforms and their effect upon the trade of the United States. Effect of foreign relations upon the growth of shipping, foreign trade, and domestic commerce. The Civil War and its effect upon manufacturing, foreign commerce, currency and banking, and our carrying trade. Consolidation and government supervision. New adjustments that came with the World War and the commercial consequences that have followed. This course is especially designed to meet the needs of those who are expecting to teach commercial courses.

102. ANCIENT SOCIAL HISTORY—Spring Quarter. Four hours.

This is a survey of the development of society among ancient peoples. Examples will be chosen from the social and legal codes of the Hebrews, the Assyrians, and the Egyptians. Special attention will be given to houses, temples, religious ideas, clothing, furniture, social customs, slavery, and the position of women in the above nations and in Greece and Rome. The Greek colonies. Reasons for a conflict between Greece and Persia. Athenian and Spartan civilization. Social and educational conditions at Athens at the time of Pericles. The Alexandrian conquests and the spread of Greek civilization and culture. The post-Alexandrian Greek culture. The rise of Rome. Its control over the Mediterranean regions. Occupations, religious ideas, effect of slavery, methods of taxation, roads, commerce, marriage, divorce, and general social life of the early Roman Empire. Some of the causes of national decay. This course deals especially with the concrete material that is frequently used in the grades. It also covers the material that high school instructors find most difficult to teach in the courses in Ancient History and World History.

103. THE REFORMATION—Summer Quarter. Two or four hours.

This is one of the most illuminating periods in modern history. No other course explains so many things and controversial questions that are still acute among modern churches. Some of the topics covered are: actual conditions in the medieval Catholic church at the close of the Fifteenth Century; the abuses and the need for reform; the earlier critics of the

church; the religious effect of the Renaissance in Germany; the growth of a sense of nationalism in Germany; the rise of national churches; Luther and his attack upon indulgences; popularity of the revolt and its appeal to various classes in Germany; attempts to compromise the issue; theological contributions of Calvin and Zwingli; the reformation in England, France, and Scandinavia; efforts of the Papacy and the Empire to remove the worst abuses in the church; the Council of Trent and its definition of doctrine and its reform decrees; the new spirit at Rome; the Jesuits and other reforming and missionary organizations; the Index and the Inquisition; the rise of puritanism; the growth of modern protestant sects and their relation to the Reformation; frequent reference will be made to the phases of the Reformation that are still in progress.

104. THE LITERATURE OF AMERICAN HISTORY—Spring Quarter. Two hours.

A survey of the materials available for the study of American History in the public schools; the chief collections of source materials, the more important general accounts; biography; bibliographical aids; special and local histories; textbooks and their authors; the selection of a good working library.

106. THE FRENCH REVOLUTION—Summer Quarter. Four hours.

This is a detailed study of the great revolutionary epoch in European history. Some of the important topics considered are: the monarchy under Louis XVI; the various classes of nobles and clergy with their special privileges; the bourgeoisie or middle class of the towns; the peasants and their burdens; the methods of taxation and feudal exactions; the growth of criticism and revolutionary literature; the bankruptcy of the monarchy and the calling of the Estates General; the assumption of power by the Third Estate; the struggle for control of the monarchy; the Paris mob and its influence; the effect of attempted foreign intervention; the reign of terror; constitutional changes and the democratic revolution; the contest with monarchical Europe; explosive influence of the Revolution in other portions of Europe; French governmental, social, political, and educational reconstruction; the advent of Napoleon; changed direction of the Revolution; the republic becomes an empire.

107. THE BRITISH EMPIRE—Fall Quarter. Four hours.

The acquisition of the great colonies; commercial relations prior to 1800; development of self-government; missionary movements of the Nineteenth Century; secret diplomacy and expansion in Asia and Africa; India; the Empire in Africa; the Empire during the World War; efforts to bring about improved imperial organization.

108. THE AMERICAN REVOLUTION—Winter Quarter. Four hours.

This course will include a careful study of the relationship—governmental, social, economic, and political—existing between the American colonies and the British government; the development of self-government; the beginning of a permanent Indian policy; judicial procedure and the judicial disallowance of colonial legislation; the commercial legislation affecting the colonies; colonial and British ideas of representation; the causes of the Revolution. Much use will be made of source materials.

109. SECESSION, CIVIL WAR, AND RECONSTRUCTION, 1850-1870. Summer Quarter, 1927. Four hours.

This is a detailed library course. The general conditions of slave life and the slavery system. The great compromises made in 1850. Operation of the Fugitive Slave Law. Effect of the slavery agitation upon political parties. Repeal of the Missouri Compromise. The Dred Scott Decision and its effect upon political ideas. Lecomptonism and the fight of Douglas to retain his leadership in the Democratic party. The election of 1860. Secession. Problems of the war: getting a fleet, foreign relations, financial troubles, emancipation, developing our man-power, effects of the blockade. Conditions in the South after the war. The ideas of freedom among the negroes. Problems of reconstruction. State labor legislation in the South. Conflict between the executive and Congress. Carpet bag rule and what it meant. Actual processes of reconstruction. Resumption of white supremacy in the governments of the Southern states.

*116. SPANISH-AMERICAN HISTORY—Fall Quarter. 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 Latin-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 Panama, and the purchase of the Danish West Indies, and to the new Pan-Americanism.

117. THE TEACHING OF HISTORY AND CIVICS IN HIGH SCHOOLS—Fall and Summer Quarters. Three hours.

The development of instruction in these subjects in high school; their place in the high school program; aims and values of instruction; problems connected with the teaching of these subjects; the relation between history and civics teaching. Modern courses of study; evaluating results. Prerequisite, one course in History.

124. HISTORY OF THE FAR EAST—Spring Quarter. (Not given 1926-27). Four hours.

This course is designed to enable teachers to understand the problems of the Far East. It includes a survey of the modern history of Japan and China; the growth of western ideas; the development of Japan as a first-class power; the conflict of interests in China; Japan's ambitions and their relation to our own interests. The development of self-government in China and its difficulties. It also includes a survey of British occupation in India; the relation of the British to the native races; economic, industrial, and educational reforms in India and their results; the growth of self-government; and the national aspirations of the people of India. Throughout this course the relation of these various problems to the United States is emphasized.

215. RESEARCH IN HISTORY—Offered on application.

Students doing graduate work in the fields of History or Political Science may arrange for time and topics as may be desired. Research problems of interest to such students both in the field of subject matter and methods of instruction will be taken up for consideration.

POLITICAL SCIENCE

*1. GOVERNMENT OF THE UNITED STATES—Fall Quarter. Four hours.

A detailed study of the origin of the federal government; the selection and powers of the president; congress and its relations to the other departments; the federal judiciary; conduct of elections; the actual work of the national government; foreign relations; the preservation of peace and the enforcement of law; the police power and social legislation; relations to the state and local governments.

*2. STATE GOVERNMENT—Winter Quarter. Four hours.

The relation of state government to the national government. Common features of state constitutions. The field of state legislation. Operation of the state government and its importance to the individual. The enforcement of laws. Local government and its significance to the individual. State and local finances. Popular participation in governmental activities. Sources of information for a study of state and local government. Plans for making state and local government more efficient. Colorado government will be used constantly for illustrative purposes.

3. MUNICIPAL GOVERNMENT—Spring Quarter. 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.

5. PROBLEMS IN CITIZENSHIP—Summer Quarter. Two hours.

The object of this course is to give teachers an opportunity to study the content of the material that is being organized for some of the courses in the Social Sciences. Some of the questions considered for such organization are: how to read a newspaper; Japanese immigration; the relation of the races; the modern woman in industry and social life; strikes and their prevention; conservation; what to do with the radicals; the anti-foreign movement; nationalism versus internationalism; disarmament and the outlawry of war. Other topics will be taken in accordance with the desires of the class.

*101. AMERICAN DIPLOMACY—Winter and Summer Quarters. Four hours.

Few good Americans are well informed on the foreign relations of their own country. In the past such relations were not an important part of current political discussion. That day is past. Now there is a growing demand for information upon this subject. Americans are not going to remain longer ignorant of such a vital part of their history. In the near future school courses in American History will be revised so as to give much more space to this phase of our national experience. With the present agitation for good relations with all nations, this course acquires unusual value. Teachers should know the real contributions of the United States

to a better international world order. They should also understand the great foreign problems of their country in the immediate future. Some of the important topics treated are:

Foreign relations under the Federalists; establishment of an American foreign policy; Jefferson and the acquisition of Louisiana; arbitration of boundary disputes; the Monroe Doctrine; the open-door policy; co-operation with other powers in the settling of international problems in Asia, Africa, and Europe; control of immigration; the Hague Conferences; diplomatic organization and procedure; the recognition of new governments; the World Court; the League of Nations; the Washington Conference.

*102. INTERNATIONAL RELATIONS—Fall Quarter. (Not given 1926-27).
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, Pan-Americanism, and the League of Nations.

103. POLITICAL SCIENCE—Spring Quarter. Four hours.

This is an introduction to the principles of the various political organizations. 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 and communism.

HOME ECONOMICS

The immediate purpose of this department is to develop judgment in the selection of shelter, food, and clothing, in order to promote health. The main purpose is to train capable teachers of the subject. The ultimate aim of the course is to stabilize home life, by teaching the principles and ideals that determine its harmonious existence.

It is now the policy of this department to recommend for elementary and junior high school positions those students who have had high school work and two years of creditable college work in the subject. The four-year course prepares students to teach the subject in all accredited high schools.

Students entering the Home Economics department without previous training in the high school will be required to take H. Sc. 1 and H. Sc. 2 before any credit is given.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: H. A. 1, H. A. 3, H. A. 5, H. A. 6, and Art 4a; Chem. 1, Chem. 2, Chem. 3; Bact. 1; Eng. 3.

SECOND YEAR: H. A. 4, H. Sc. 1, H. Sc. 2, H. Sc. 3, and H. Sc. 7; Eng. 15 or Eng. 16.

THIRD YEAR: Chem. 108, Chem. 109, Chem. 112; H. A. 102, H. A. 108, H. A. 109; H. Sc. 104, Home Ec. Ed. 111, H. Sc. 106.

FOURTH YEAR: H. A. 112; H. Sc. 103, H. Sc. 105, H. Sc. 108.

HOUSEHOLD SCIENCE

1. FOODS AND COOKERY—Fall and Summer Quarters. Four hours.
Fee, \$3.00.

Household Science 1, 2, and 3 are planned as consecutive courses. The relation of foods to health is the underlying keynote. The courses include the study of foods from the standpoints of production, manufacture, composition, nutritive value and cost. Field trips are made to local food factories. In H. Sci. 1 special emphasis is placed on the selection and principles involved in the preparation of many types of food. The course aims to familiarize the student with the use and care of laboratory equipment and with all available fuels and cooking equipment; as gas, electric, and kerosene ranges, the fireless and pressure cookers.

2. **FOODS AND COOKERY**—Winter Quarter. Four hours. Fee, \$3.00.

More complicated cooking processes are undertaken. Emphasis is placed on the economic phases of food problems. Food legislation is studied. Some practice in menu making and table service is given in this course.

3. **COOKERY AND SERVING**—Spring and Summer Quarters. Four hours. Fee, \$3.50.

The types of food prepared in this course include more difficult combinations and require a greater degree of manipulative skill. Further practice is given in the planning and serving of meals with reference to the nutritive needs of the various members of the family group; the time, labor, and cost involved. The social and esthetic phases of food service are also stressed.

4. **ELEMENTARY NUTRITION**—Fall and Summer Quarters. Four hours.

A course for non-majors, especially students in Physical Education. No Chemistry required. This course is designed to help students, whether in the home or public eating places, choose foods to meet their body needs.

*7. **HOUSEHOLD MANAGEMENT**—Every Quarter. Lecture course. Two hours. Practical course—Residence in cottage one-half term. Two hours. Required of all majors. Prerequisites, H. Sc. 1, 2, and 7.

A course for housekeepers and teachers of the subject by means of class discussion and related practical work in the cottage, applying scientific and economic principles to the problems of the modern housewife. Such topics as the following are discussed from the ideal and practical standpoint: the organization and administration of the household; apportionment of time; motion studies as applied to household activities; menus; household efficiency; the budget and its apportionment; household accounts; household service; home life and its standards.

7a. **HOUSEHOLD MANAGEMENT**—Summer Quarter. Three hours.

Open to all majors who have had H. Sci. 1, 2, and 7.

103. **DIETETICS**—Fall and Summer Quarters. Four hours. Fee, \$3.00.

The completion of chemistry is prerequisite. The course deals with the principles which govern the choice of food under varying conditions, such as age, occupation, health and disease. Diets are planned and prepared to meet the needs of individuals from infancy to old age, also family dietaries which fulfill the requirements of each member with due consideration as to cost.

104. **DEMONSTRATION COOKERY**—Spring and Summer Quarters. Four hours. Fee, \$3.50.

This course presupposes at least three quarters of previous training in cookery. It is planned to broaden the students' experience by affording a greater range of applications; to increase skill and confidence and to fit students to do community work as demonstrators.

105. **CHILD CARE AND WELFARE**—Winter and Summer Quarters. Four hours.

The subject matter of the course treats of such topics as: training for parenthood; heredity and eugenics; prenatal care; the physical care of children from infancy through adolescence. The historical development of the child-welfare movement, the work of the various agencies which are promoting child welfare, methods of organizing and conducting such work in schools and communities, and sources of available material are included.

106. **HOME CARE OF THE SICK**—Fall and Summer Quarters. Four hours. Fee, \$1.00.

This course enables students to adapt such means as are at hand in most homes to meet the emergencies of illness or accident. The preparation and care of the sick room, preventive measures and first aid are taught. Attractive trays for the sick are prepared. This course is needed by every woman.

107. **ADVANCED PROBLEMS IN COOKERY**—Winter and Summer Quarters. Four hours. Fee, \$5.00.

This course aims to offer an introduction to the field of research. Experimental problems, which include a comparative study of fuels, certain kinds of equipment, principles, methods, and food materials used in cookery, form the bases of the investigations. Attention is given to the problems of high-altitude cookery.

108. HOUSING AND HOUSE SANITATION—Spring and Summer Quarters. Four hours.

This course deals with the housing problem as it relates to morals, manners, and health. Some time will be given to modern ideals of comfort and cleanliness. The effect of the automobile on housing and housekeeping is taken note of. Methods of control of housing and recent housing laws will be studied.

200. SEMINAR.

Graduate work may be arranged for in this course, dependent on previous training. The credit is to be agreed on when the time to be spent on the work is determined.

HOUSEHOLD ARTS

*1. TEXTILES—Fall and Summer Quarters. Three hours.

The study of the four chief fibers used in household fabrics. The chief purpose of the course is to develop good taste and correct judgment in the consumer. Methods of teaching the subject are emphasized. This course is prerequisite to H. A. 6.

3. GARMENT MAKING—Fall, Winter, and Summer Quarters. Three hours.

The fundamentals of plain sewing taught as they should be presented in high school. Under-garments, middie, and child's dress are completed in the course. The study of textiles should precede this course or should be taken during the same quarter. Methods are stressed.

4. MILLINERY—Fall, Spring, and Summer Quarters. Four hours. Fee, \$2.50.

This course includes a discussion of practical and artistic principles of millinery; designing and modeling hats of various types in paper and crinoline; making willow, wire, and buckram frames; the use of velvet, silk, and straw in hat-making. This course increases one's ability to select suitable hats, as well as hats that have good workmanship. Renovation problems are taught. Attention is given to correct presentation of the subject, and planning short courses for high schools. Illustrative materials are prepared.

*5. PATTERN DESIGNING—Winter Quarter. Four hours. Fee, 50c.

This course is prerequisite to H. A. 6. The course includes cutting of all fundamental patterns to accurate measurements of the figure. Designing original patterns that may be drafted to individual measurements. Modeling patterns with tissue paper on the figure. These patterns are used in H. A. 6.

6. ELEMENTARY DRESSMAKING—Spring and Summer Quarters. Four hours.

This course is primarily for majors who have had all their work here. The selection and making of an appropriate dress for afternoon and street wear. This is made of linen or cotton fabric. Designing and making a sport outfit, wool skirt, and appropriate blouse. This is for majors only.

102. APPLIED DESIGN—Winter and Summer Quarters. Four hours.

The study of color and design as applied to household fabrics, such as bed and table linen, curtains, etc. The study of different kinds of thread used in this work. The application of design to crochet, tatting, knitting, cross-stitching, French embroidery, Roman cut work. The designing and working out of monograms and applying to household linen. The application of the fancy stitches to problems suited to each of the grades.

108. COSTUME DESIGN—Fall and Summer Quarters. Four hours. Fee, 50c.

This is a study of art principles as applied to the standard and the individual figure. The fashion figure is used as a means of analyzing defects in the lines of individuals. The best lines found in historic dress are copied and modified to meet the needs of the times. Work in color is adapted to specific needs of the students. This course is required of Senior College majors in this department.

109. ADVANCED DRESSMAKING—Winter Quarter. Four hours. Fee, 50c.

In this course we put into practice the accumulated experience of all the preceding Household Arts courses. It is planned so as to increase confidence by the use of difficult problems both in quality of materials used, in finishes, and decoration. A dress of fine wool or silk material is made. The work is almost entirely hand work.

112. HOME DECORATION—Spring and Summer Quarters. Four hours.

The application of art principles to interior decoration. This course considers the practical side of decorating simple homes. Such questions as suitable types and lengths of curtains, correct picture-hanging, and arranging of furniture are stressed, beside the study of line, color and proportion as evidenced in floors, walls, and furniture.

200. SEMINAR.

This work is to be arranged for graduate students who come prepared to take up some specific line of experiment or research. The credit will be determined by the time spent in the work.

HOME ECONOMICS ED. 111—Fall and Summer Quarters. Four hours.

The methods, subject matter, equipment, texts, reference books, and other sources of help every teacher of home economics should be familiar with for successful teaching of the subject. Current articles in education journals are used as a basis of discussion.

HOME ECONOMICS 101. THE HOME—Winter and Summer Quarters. Two hours.

This course gives some of the problems that relate to every individual who expects to have a home, or share in making better homes. "New Homes for Old" is its motto. Text: "Successful Family Life on a Moderate Income," Abel.

HYGIENE AND PHYSICAL EDUCATION

One aim of education is vigorous, aggressive health. This department's function is to assist in the realization of this aim through the following measures:

1. Health examinations of all students and specific hygienic instruction based on the findings in each case.
2. Personal health conferences with medical advisers for the purpose of assisting students to form wise health habits and correct faulty habits.
3. Promotion of health through directed physical activity, and through instruction in informational hygiene.

The department also provides a four-year major course for those preparing for positions as teachers and supervisors of physical education or as athletic coaches. As more than one-half of all the states have recently passed compulsory physical education laws, requiring definite programs of physical education for all school children, the demand for trained teachers in this field exceeds the present supply.

The department is equipped with the necessary examination and classrooms, instructional apparatus, gymnasias, athletic fields, and playgrounds to accomplish the functions outlined above.

All first and second-year students are required to take an active (exercise) course each quarter in residence. Where physical disability makes it inadvisable to participate in the regularly organized class activities, work in a corrective class, or other special regimen, depending on the needs of the student, is prescribed. *No one is excused from this requirement.*

A regulation gymnasium uniform is required for the activity courses. Satisfactory work can not be done in regular street or school clothes. Students should not purchase suits before coming to Greeley, as they may not conform with the regulation uniform.

A four-year course is offered for which the Bachelor of Arts degree is granted. Students expecting to qualify for the Life Certificate to teach in the elementary schools of Colorado at the end of two years should major in primary and kindergarten or intermediate grade work

and minor in Physical Education. If the Life Certificate is desired only upon the completion of the four-year course, a major in Physical Education may be carried during the entire four years. The following tables outline the courses offered.

The courses listed below are divided into:

- I. Informational Courses and
- II. Practical or Activity Courses.

Of the courses in the informational group (Group I), Hyg. 1 is required of all students during the first year, and Hyg. 108 during the senior college years. Other courses in this group are intended primarily for Physical Education majors, but may be elected by students in other departments.

The activity courses (Group II) will satisfy the general college requirements for physical education.

COURSE OF STUDY

In addition to the core subjects listed on page 50, the following courses are required of students expecting to graduate with Physical Education as a major.

FOR WOMEN MAJORING IN PHYSICAL EDUCATION

FIRST YEAR: Hyg. and P. E. 5, P. E. 50a, 51, 53, 54, 56, 57, 62, Hyg. 1.

SECOND YEAR: Hyg. and P. E. 2, 2a, 12, P. E. 59, 64a, 64b, 64c, Hyg. 108, Ed. Psych. 1, Mus. 22, H. E. 4.

THIRD YEAR: Hyg. and P. E. 111, 113, P. E. 158, 162, Anthrop. 100.

FOURTH YEAR: Hyg. and P. E. 101, 102, 103, 106, 164, 167, Ed. Psych. 107, Biot. 101.

FOR MEN MAJORING IN PHYSICAL EDUCATION

FIRST YEAR: Hyg. and P. E. 5, 13, P. E. 52, 66, (3 quarters); Hyg. 1.

SECOND YEAR: Hyg. and P. E. 2, 2a, 66a, P. E. 55, 66, or 67, (3 quarters); Ed. Psych. 1.

THIRD YEAR: Hyg. and P. E. 108, 113, 165, 166, P. E. 162, Anthrop. 100 or Soc. 130, Ed. Psych. 107.

FOURTH YEAR: Hyg. and P. E. 101, 102, 103, 168, 169, P. E. 66, (3 quarters); Biot. 101, Eng. 100.

GROUP I—INFORMATIONAL COURSE

1. INDIVIDUAL AND SOCIAL HYGIENE—Each Quarter. Three periods. Three hours.

A first-year course covering some of the essentials of personal and community hygiene. The course will aim to secure better personal health habits; give an outline of some of the broader fundamental aspects of public or social hygiene; and indicate some of the aims and methods of teaching hygiene in the public schools. Separate sections for men and women.

2. ANATOMY—Fall Quarter. Four periods. Four hours.

General anatomy with especial emphasis upon the osteology, arthrology, and myology. Use is made of the skeleton, mannikin, and anatomical atlases with some dissections and demonstrations upon the cat or dog. Credit deferred until completion of P. E. 2a.

2a. APPLIED ANATOMY AND KINESIOLOGY—Winter Quarter. Three periods. Three hours.

A continuation of No. 2 with special emphasis upon the action of muscles in exercises of different kinds. Bowen and McKenzie's Applied Anatomy and Kinesiology is the text, and this is supplemented by references to other standard authorities.

5. HISTORY OF PHYSICAL EDUCATION—Spring Quarter. Two periods. Two hours.

The place given to physical education in the life of different nations. The beginning of modern physical education; rise of the play and recreation movement; recent developments and status of physical education in public schools, colleges, and universities.

9. CHILD AND SCHOOL HYGIENE—Winter Quarter. Four periods. Four hours.

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

12. FIRST AID—Winter and Summer Quarters. Two periods. Two hours.

A course covering the usual subject matter on the right thing to do.

50. CHARACTERISTIC DANCING—Summer Quarter. Four periods. Two hours. Fee, 50c.

101. PHYSIOLOGY—Winter Quarter. Three periods. Three hours.

Lectures, demonstrations, and recitations from text and general references on human physiology. A course for Physical Education students, but open to others who expect to teach Physiology. Credit is deferred until completion of P. E. 102.

102. PHYSIOLOGY OF EXERCISE—Spring Quarter. Three periods. Three hours.

A continuation of No. 101 with special emphasis on muscle-nerve physiology and the effects of muscular activity upon the various organs of the body.

103. ANTHROPOMETRY AND PHYSICAL EXAMINATIONS—Spring Quarter. Fourth year. Four periods. Four hours.

A lecture, recitation, practice course. Principles and methods of making physical measurements, the determination of norms for different age groups; application of principles to physical education problems; the detection and correction of common physical defects; signs and symptoms of different infections. Required of Physical Education majors; open to others who have had some biology.

105. REMEDIAL GYMNASTICS—Winter Quarter. Two periods. Two hours.

A course covering applications of remedial, corrective, or individual gymnastics to different type cases. Theory and practice. Prerequisites, P. E. 2 and 2a.

106. RESEARCH IN PHYSICAL EDUCATION—Fall Quarter. Five hours.

Before graduation, senior students select a problem for research, the outcome of which must be an acceptable essay or thesis. Required for graduation with Physical Education as a major subject.

107. DRAMATIC EXPRESSION IN PHYSICAL EDUCATION—Winter Quarter. Four periods. Four hours.

Aim: to give Physical Education students and others an appreciation of the art sides as developed through motor activities. The consideration of interpretative dances, pantomime, festival, and narration developed throughout the course embodying constructive technic may culminate in a festival production.

108. EDUCATIONAL HYGIENE—Each Quarter. Three periods. Three hours.

A senior college course dealing with the problems of health instruction and health training of children. A general knowledge of hygiene is assumed. The course will deal primarily with the problems of effective instruction during the progress of the child through the school.

110. OCCUPATIONAL HYGIENE—Winter Quarter. Two periods. Two hours.

Gives chief consideration to the health hazards of different occupations and the means of prevention. Has informational and practical value to the teacher who desires to be informed on health subjects. Given alternate years. Not given 1926-27.

111. PUBLIC HEALTH—Spring Quarter. Three periods. Three hours.

This course deals with community, state, national, and international health organizations and problems. An informational course of importance to all teachers. Required of Physical Education majors during third or fourth year. Given alternate years. Given 1926-27.

113. ADMINISTRATION OF PHYSICAL EDUCATION—Fall and Summer Quarters. Two periods. Two hours.

The general organization and administration of a department of physical education and athletics. Aims, types of activities, and courses; personnel; relation to medical advisory work and health service; athletics, and like topics.

GROUP II—EXERCISE COURSES

Students who are registering for the first time are required to enroll in some Physical Exercise course each quarter during the first two years. Courses numbered under 100 in general are the activity courses, fulfilling this requirement.

50a. GYMNASTIC DANCING—Fall and Spring Quarters. Three periods. One hour.

A course for Physical Education students.

51. LIGHT GYMNASTICS (WOMEN)—Winter Quarter. Three periods. One hour.

53. GYMNASTICS—Fall Quarter. Four periods. Two hours.

A major activity and reference course for women during the first year.

54. GYMNASTICS—Winter Quarter. Four periods. Two hours.

A continuation of No. 53. For women major students in Physical Education.

56. SINGING GAMES AND ELEMENTARY FOLK DANCING—Winter and Summer Quarters. Three periods. One hour.

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

57. FOLK AND NATIONAL DANCES—Each Quarter. Three periods. One hour.

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

58. ESTHETIC DANCING—Fall, Winter, and Summer Quarters. Three periods.

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

59. NATURAL DANCING—Winter Quarter. Three periods. One hour.

Natural technic and dancing. Prerequisite, P. E. 58.

60. INTERPRETATIVE AND NATURAL DANCING—Spring Quarter. Three periods. One hour.

Prerequisite P. E. 59.

62. PLAYS AND GAMES—Each Quarter. Three periods. One hour.

64. ATHLETICS FOR WOMEN—Each Quarter. Three periods. One hour.

A course in group and team games. This course aims to develop skill in and knowledge in such games as hockey, soccer, basketball, baseball, tennis and track. This course is represented in the summer quarter by P. E. 64a, 64b, 64c.

65. RECREATION COURSE—Summer Quarter. Three periods. Each half Quarter. One-half or one hour.

Group games and tennis are emphasized. Special fee for tennis 50 cents.

68. CORRECTIVE GYMNASTICS—Each Quarter.

A course for those who are not able to take the regular class work. A special regimen, depending on the disability, is worked out for each individual case. Students are admitted to this course only upon recommendation of medical advisers or by the director of Physical Education.

69. SPECIAL COURSE—Each Quarter.

For students whose outside work earning a living makes it impractical to take the regular work, an irregular work course is provided, no credit. Special permission from dean of College or the director of Phys. Ed. department necessary for admission.

150. CHARACTERISTIC DANCING—Winter Quarter. Three periods. One hour. Prerequisites, Nos. 57 and 58.

A course for Majors in Physical Education.

158. DANCING METHODS—Spring Quarter. Five periods. Three hours. A course for students majoring in Physical Education.

162. PLAYS AND GAMES—Fall Quarter. Five periods. Three hours.

Third year major course. A selected list of games and activities suitable for intermediate grades and the vacation playground. A lecture discussion and practice course. Two lectures and three practice periods each week. Theories and applications of play in modern education; play and athletics from an educational point of view are among the topics considered. A third year course for students majoring in physical education but open to others interested in this phase of school work.

164. ATHLETICS (WOMEN)—Fall Quarter. A fourth year course for majors in physical education. Five periods. Three hours.

This course will deal with the rules, development of skill, and the coaching of sports and games suitable for upper grade and high school girls.

167. ATHLETIC COACHING PRACTICE—Each Quarter. Third or fourth year. Five periods. Two hours.

A course for qualified students desiring additional practical experience in coaching various sports under supervision.

INDUSTRIAL ARTS

The Industrial Arts Department includes work in woodworking, drafting, printing, bookbinding, and metal craft work. These departments are well equipped. They occupy the first and second floors of Guggenheim Hall of Industrial Arts. The rooms are large, well ventilated, and well lighted. The students in these classes are never crowded for room or hindered in their work by lack of equipment. Our equipment is of the latest and best type, and is always kept in first-class condition.

The first aim of the department is to prepare teachers for elementary and secondary schools. The courses are varied, and are organized along two lines. The practical or technical phases of the subjects and the educational phases give an opportunity for study along technical, theoretical, and historical lines. An excellent training department housed in the Training School building gives full opportunity to put into practice in teaching the ideas presented in the various courses.

COURSE OF STUDY

Courses marked * are given also by extension.

Two, three, or four years for majors in industrial arts. In addition to the core subjects as listed on page —, this department requires:

FIRST YEAR: Ind. Arts 11, 12, and at least twelve hours in addition in two of the following fields: Woodworking, printing, art metal, drafting, bookbinding.

SECOND YEAR: Ind. Arts 5, Art. 11, two hours in a selected course in fine arts and 12 additional hours in two of the fields selected first year.

THIRD YEAR: Ind. Arts 104, 117 and at least 32 hours of work in two of the fields listed in the first year.

FOURTH YEAR: Ind. Arts 105, 118, and at least forty-eight hours in two of the fields named in the first year.

College credit shall be given for Industrial Arts subjects under the following conditions:

MAJORS:

1. Credit shall be given for the elementary work in woodwork (one quarter), only on completion of three quarters of work; i. e., Woodworking 1a, 2, and 19, and shall amount to one-half of the number of weekly periods in recitation and workshop.
2. Credit shall be given for the elementary work in printing (one quarter), only on completion of three quarters of work; i. e., Elementary Printing 31a, 31b, and 31c, and shall amount to one-half the number of weekly periods.
3. Credit shall be given for the elementary work in bookbinding (one quarter), only on completion of three quarters of work; i. e., Elementary Bookbinding 41a, 41b, and 41c, and shall amount to one-half of the number of weekly periods.

NON-MAJORS:

1. Credit shall be given only for Ind. Arts 2 or more advanced courses or for professional courses, and shall amount to one-half of the number of weekly periods.

1. **TECHNIC AND THEORY OF WOODWORKING—Every Quarter.** Two or four hours. Fee, \$1.00 or \$2.00.

This course is especially arranged for primary and kindergarten majors and deals with such types of work as will be found most useful in either the kindergarten or in the primary grades.

1a. **TECHNIC AND THEORY OF WOODWORKING I—Fall, Spring, and Summer Quarters.** Four hours. Fee, \$2.00.

This course is arranged for beginners in woodworking who intend to major in the industrial field or those who wish to take the work as an elective. The purpose of the course is to give the student a fair knowledge of woodworking tools and a comprehensive idea of methods of construction. The construction of simple pieces of furniture is made the basis of this course.

2. **TECHNIC AND THEORY OF WOODWORKING II—Winter and Summer Quarters.** Four hours. Fee, \$2.00.

This course is a continuation of Course 1 and is designed for advanced students and majors. More advanced phases of woodworking are presented in technical problem form.

3. **WOODWORKING FOR ELEMENTARY AND SECONDARY SCHOOLS—Spring Quarter.** Four hours.

This is a methods course and deals with such topics as equipment, materials used, where and what to buy, kind of work to be undertaken in the different grades, the preparation and presentation of projects, the making of suitable drawings, and the proper mathematics to be used in woodworking.

4. **TOY CONSTRUCTION—On request.** Four hours. Fee, \$2.00.

The purpose of this course is to train the teacher in the construction of toys, bird houses, etc. The making of original designs will be emphasized. This course should appeal to those taking kindergarten and grade work.

*5. **PRINCIPLES OF TEACHING PRACTICAL ART SUBJECTS—Fall and Spring Quarters.** Three hours.

The aim of this course is to give a better understanding of the underlying principles essential in teaching, and involves a study of the class room, laboratory, shop and studio methods and practice. In general, the topics discussed will be what is to be taught in the practical arts field, the illustrative materials essential for good teaching, and the method of attack in the teaching of a single lesson or series of lessons, type and illustrative lessons, and the place of the arts in the curriculum of the public schools.

6. **REPAIR AND EQUIPMENT CONSTRUCTION—Fall Quarter.** Four hours.

This course has for its base the building of various types of equipment and the use of power machines in working out these problems. This is an especially valuable course for those who wish to emphasize the large phases of vocational education.

8a. ART METAL—Fall and Winter Quarters. Four hours. Fee, \$2.00.

This course has in mind the designing and creation of simple, artistic forms in copper, brass, and German silver.

8b. ART METAL—Winter and Spring Quarters. Four hours. Fee, \$2.00.

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

*10. MECHANICAL DRAWING—Fall and Spring Quarters. Two or four hours. For art majors. Fee, \$1.00 or \$2.00.

This course is designed to give a knowledge of the use of drawing equipment and materials. Problems presented include geometrical drawing, elements of projection, development of surface, isometric and oblique projections, simple working drawings and lettering. This course is planned for beginners who have had no technical drawing.

11. PROJECTIONS, SHADE, AND SHADOW—Fall Quarter. Four hours. Fee, \$1.00.

The purpose of this course is to give a student a working knowledge of the fundamentals of orthographic projection as applied to points, lines, planes, solids, shade and shadow, and applications.

*12. PRINCIPLES OF ARCHITECTURAL DRAWING I—Winter Quarter. Four hours. Fee, \$1.00.

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

13. PRINCIPLES OF ARCHITECTURAL DRAWING II—Spring Quarter. Four hours. Fee, \$1.00.

This course is a continuation of Course 12 and deals with the drawing of plans of cement, brick and stone structures, culminating in complete plans and specifications for resident and public buildings.

14. CARE AND MANAGEMENT—Fall Quarter. Three hours.

This course is designed to train students to care for, repair, and adjust hand and power tools of the woodworking department.

19. WOODTURNING—Winter and Summer Quarters. Four hours. Fee, \$2.00.

The aim of this course is to give the student a fair knowledge of the woodworking lathe, its care, use and possibilities. Different types of problems will be worked out, such as cylindrical work, working to scale, turning duplicate parts, turning and assembling, the making of handles and attaching them to the proper tools. Special attention will be given to the making of drawings such as are used in ordinary wood turning.

31a. ELEMENTARY PRINTING—Every Quarter. Two hours. Fee, \$1.00.

A course intended to acquaint the student with the various tools and materials of a print shop and to teach him the fundamentals of plain type composition, as he carries simple jobs through the various stages from composition to making ready and putting on the press.

31b. ELEMENTARY PRINTING—Every Quarter. Four hours. Fee, \$1.00.

Continued work in fundamentals as applied to more complicated pieces of printing, involving rule work, borders, ornaments, etc.

31c. ELEMENTARY PRINTING—Every Quarter. Four hours. Fee, \$1.00.

Balance, proportion, simplicity, harmony, etc., as applied to the designing and producing of good printing.

32a. INTERMEDIATE PRINTING—Every Quarter. Two hours. Fee, \$1.00.

Added stress upon principles of good design and workmanship with a view to making the student more proficient in producing artistic work. An intensive study of typographic design in laying out and printing cards, tickets, letter heads, posters, etc.

32b. INTERMEDIATE PRINTING—Every Quarter. Four hours. Fee, \$1.00.

Production of title pages, covers, menus, etc.

32c. INTERMEDIATE PRINTING—Every Quarter. Four hours. Fee, \$1.00.

Continued practice in producing more pretentious pieces of work of the classes named in 2a and 2b.

41a. ELEMENTARY BOOKBINDING—Every Quarter. Four hours. Fee, \$1.00.

This course aims to introduce the following: tools, machines, materials and uses, collating and preparing sheets for sewing, sewing on tape and cord, preparing end sheets, trimming, gluing, rounding and backing, headbanding, banding and preparing backs for covers, selecting cover materials, planning and making covers, and all steps necessary in binding of all kinds including full cloth, buckram, paper, spring or loose back, with plain and fancy edges. Beside the fundamental technic of bookbinding, a variety of individual projects are undertaken, such as memorandum books, writing pads, leather cases, boxes, cloth portfolios, and kodak albums.

41b. ELEMENTARY BOOKBINDING—Every Quarter. Four hours. Fee, \$1.00.

A continuation of bookbinding 41a.

41c. ELEMENTARY BOOKBINDING—Fall and Spring Quarters. Four hours. Fee, \$1.00.

A continuation of bookbinding 41b.

42a. INTERMEDIATE BOOKBINDING—Fall and Spring Quarters. Four hours. Fee, \$1.00.

This course includes the binding of books in half leather, half morocco, cowhide, calf, sheep, and fancy leathers. Some of the type projects undertaken are the making of travelers' full leather writing cases, music cases and a variety of other art leather pieces.

42b. INTERMEDIATE BOOKBINDING—Winter Quarter. Four hours. Fee, \$1.00.

A continuation of bookbinding 42a.

42c. INTERMEDIATE BOOKBINDING—Winter Quarter. Four hours. Fee, \$1.00.

A continuation of bookbinding 42b.

100. WOODSHOP PROBLEMS—On request. Four hours. Fee, \$2.00.

The course is designed to furnish an opportunity for students to become acquainted with the more advanced phases of technical shop practice as they may be worked out in school or factory.

*104. PRE-VOCATIONAL EDUCATION—Winter Quarter. Three hours.

The purpose of this course is to discuss the educational needs of pupils in school, based on the community environment, vocational opportunities, and demand; recognizing that vocational needs vary with community conditions, and that vocational work fundamental and helpful in one community might be very unfit and unnecessary in another. We generally make a survey of the vocational activities of a nearby community. The entire course is a discussion of special, government, state, and community school problems in vocational fields that we may learn something of the methods of attack used in planning special pre-vocational work, especially the junior high school problem.

105. ADVANCED ARCHITECTURAL DRAWING—Spring Quarter. Four hours. Fee, \$1.00.

The course is designed to give the student a knowledge of great historic materials and their application in modern buildings. A study of columns, capitals, pediments, buttresses, arches, vaults, and their application in building will be stressed through this entire course. The work is intensive rather than extensive in its fundamental aspects.

109A. ART METAL—Fall Quarter. Four hours. Fee, \$2.00.

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

109b. ART METAL—Winter and Spring Quarters. Four hours. Fee, \$2.00.

A continuation of 109a, with the applications in teaching of jewelry work in the public schools. Advanced problems in design as applied to set metal, wire work, chasing, and repousse.

117. ELEMENTS OF MACHINE DESIGN I—Fall Quarter. Four hours.
Fee, \$1.00.

This course includes sketches, drawings and tracings of simple parts, such as collars, face plates, screw center, clamps, brackets, couplings, simple bearings, and pulleys. Standardized proportions are used in all drawings.

118. ELEMENTS OF MACHINE DESIGN II—Spring Quarter. Four hours.
Fee, \$1.00.

A study is made of the transmission of motion by belts, pulleys, gears, and cams. Sketches, details and assembled drawings are made of valves, vises, lathes, band saws, motor and gas or steam engines.

120. ADVANCED WOODTURNING—On request. Four hours. Fee, \$2.00.

The topics emphasized in this course will include woods best suited for various work, glue, varnish, shellac, dowels, draft, shrinkage and finish. The practical work will consist of patterns for hollow castings, building up and segment work.

121. ADVANCED CABINET MAKING—Spring Quarter. Four hours.
Fee, \$2.00.

The course is planned to cover advanced phases of cabinet work, including paneling, dovetailing, secret nailing and key joining. These technical processes will be worked out on individual projects.

124. MACHINE WORK—Winter Quarter. Four hours.

This course is designed to give the student a general knowledge of the care and operation of woodworking machinery. The setting of cutters and their manipulation embraces the general basis of this course.

125. CLASS MANAGEMENT—On request. Three hours.

The purpose of this course is to give the student a thorough knowledge of the handling of an advanced class in Woodworking and also give him an opportunity to gain a better understanding of the handling of high grade material than could be gained by working in elementary or secondary classes. Hours to be arranged with individual students.

133a. ADVANCED PRINTING—Every Quarter. Four hours. Fee, \$1.00.
Advanced work in the complete designing and producing of printed matter, with a study of plates, papers, and inks. Advanced imposition and press work.

133b. ADVANCED PRINTING—Every Quarter. Four hours. Fee, \$1.00.
Special work in cutting and printing of linoleum blocks. Hand-lettering and its application to printing.

134a. PRACTICAL NEWSPAPER WORK IN PRINTING—Every Quarter.
Four hours.

The various processes incident to the printing of a newspaper will be performed by the student in this course, with stress upon good design in "ads" and make-up.

135. COST ACCOUNTING IN PRINTING—On request. Two hours.

Estimating and work dealing with the cost of printing.

136. SHOP MANAGEMENT IN PRINTING—On request. Two hours.

Keeping of records and accounts. Purchase of materials. Planning and laying out of equipment. Students will be encouraged to contribute and work out original ideas intended to broaden the scope of the shop's work and to increase its efficiency.

143a. ADVANCED LEATHER CRAFT AND ART BINDINGS—Fall and Spring Quarters. Four hours. Fee, \$1.00.

143b. ADVANCED LEATHER CRAFT AND COMMERCIAL BINDINGS—On request. Two hours. Fee, \$1.00.

The technic involved in this course includes special work in lettering in gold and other materials and foils, tooling and use of stamping machine in applied design. In general, the course is a continuation of previous courses with additional technic and advanced projects in full leather bindings with raised panels, gilt, fancy, starch, and agate edges, finishing in antique and gold, hand-lettering.

144. SHOP MANAGEMENT IN BOOKBINDING—On request. Two hours.

This course deals with the organization and arrangement of a shop. Planning of the technical work in regard to particular pieces, the laying out of designs, selection of materials and methods of construction.

145. SECRETARIAL SCIENCE IN BOOKBINDING—On request. Four hours. Elective.

Keeping shop records. Selection and purchasing of all types of materials and equipment necessary for school bindery. Estimating cost of production and general shop expense.

201. SEMINAR—On request. Four hours.

Individual research in the field of practical arts. Problems to be selected upon consultation. This is a conference course. Conference hours will be arranged to meet the needs of students.

LIBRARY SCIENCE

The main Library of the College contains about 58,500 volumes with a large picture collection and all equipment for a very complete library. There is also a children's branch containing about 4,500 volumes for the use of the Training Schools. Good facilities are offered for a class in library training. The following courses are offered:

COURSE OF STUDY

In addition to the core subjects offered on page 50, the following are required for Library majors:

MODERN LANGUAGE: Not less than twelve hours in either French, German, or Spanish.

LITERATURE AND ENGLISH: Courses 6, 8, 9, 10.

FINE ARTS: Courses 9, 17.

HISTORY: Course 104.

BOOKBINDING: Eight hours.

102. RECEIPT AND PREPARATION OF BOOKS—Fall Quarter. Two hours.

This course includes checking bills, collating, mechanical preparation of books for the shelves, care of books, physical make-up of the book, paper, binding, illustrating, aids and methods in book selection, etc. A good form of library handwriting must be attained in this course.

103. CLASSIFICATION AND CATALOGING—Winter Quarter. Three hours.

A study of the principles of classification, the decimal system particularly. Classification of books, pamphlets, pictures, and the varied items that may be obtained for the school library. The dictionary catalog alphabetizing Library of Congress cards, shelf lists, arrangement of books on shelves.

104. REFERENCE WORK—Spring Quarter. Four hours.

The subject covers a study of the standard works of reference, such as the principal encyclopedias, dictionaries, atlases, and reference manuals of various kinds. Bibliographies and reading lists, indexes and aids, public documents. Practical questions and problems assigned.

105. PERIODICALS AND BINDING—Winter Quarter. Two hours.

Selection and purchase, checking in, relation to printed indexes, filing. Periodicals for certain definite lines. Methods of acquiring in schools. Use—current and bound. Collating. Selection and preparation for bindery. The binding of books.

106. SCHOOL LIBRARIES—Fall Quarter. Three hours.

Organization, relation between the public library and the school. The field of each. Story telling, evaluation of children's literature. Illustrators.

107. ADMINISTRATION AND HISTORY OF LIBRARIES, TRAVELING LIBRARIES, COUNTY LIBRARIES—By arrangement. Two hours.

108. PRACTICAL WORK IN THE LIBRARY—By arrangement. Five hours. Time required, two hours a day, plus optional work by the student.

This is allowed only to those who have taken courses 2, 3, and 4, and calls for certain responsibility on the part of the student.

LITERATURE AND ENGLISH

The English courses in a teachers college should be complete and sufficient for all the needs of public school teachers. Students who expect to become high school teachers of English will find in Colorado State Teachers College all the courses they need in the field of English.

Courses in composition, oral and written; in oral English, public speaking, and dramatic literature; in the teaching of English in the elementary and the secondary school; in grammar and the teaching of grammar; in etymology, and in the cultural phases of literature are offered as electives for students who expect to become grade teachers or who are pursuing some other group course than English and wish to elect these from the English Department.

Some of the elective courses for third and fourth-year students will be offered once every two years. Majors in English should plan their work in such a way as to take the fullest advantage of the alternating courses.

Colorado State Teachers College requires all its students to take an examination in the fundamentals of written English. This is designated the English 4 Exemption Test. Those who secure a grade below 75 per cent. are required to take one quarter of English 4 work. This class work gives opportunities for review of grammar, but also contains work in composition and in methods that is professionalized and collegiate. Experience has shown, however, that in mixed groups students who are extremely deficient in the use of English fail to improve sufficiently to pass the exemption test at the end of a quarter's study. It is evident, then, that such students should have opportunities to study specifically those matters of grammar in which their habits are incorrect.

On February 19, 1924, the faculty voted as follows: All College students shall be classified according to their standing in the English 4 Exemption Test. Those in the highest quartile shall be excused from taking the class work in English 4 and shall be eligible to take English 20 (Intermediate Composition). Those in the second and third quartile shall be required to take English 4 in class. Those in the lowest quartile shall be required to take work in English composition and grammar of secondary grade, without college credit.

COURSE OF STUDY

Courses marked * are given also by extension.

Four years for majors in Literature and English.

In addition to the core subjects as listed on page 50, this department requires:

FIRST YEAR: Library Science 1 and English 3, 4, 8, 9, 10, and 11.

(Students may be excused from English 4 by passing the English 4 Exemption Test. This is given at 2 p. m. on the day after Registration Day in Room 214. Fee, 25 cents.)

SECOND YEAR: English 1, 2, 6, and 16.

THIRD YEAR: English 105 and 106 and eight hours of English selected by the student.

FOURTH YEAR: Twelve hours of English selected by the student.

*1. MATERIAL AND METHODS IN READING AND LITERATURE—Every Quarter. Four hours.

A survey of children's literature and a study of motivation in the field of reading, oral and silent, for children; the consideration of principles governing the choice of literature in the grades; practice in the organization and presentation of type units, including dramatization and other vitalizing exercises; a study of values, material, and method in silent and in oral reading, and of reading tests.

2. TEACHING OF WRITTEN ENGLISH—Fall, Winter, Spring, and Summer Quarters. Four hours.

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

3. PUBLIC SPEAKING AND ORAL COMPOSITION—Every Quarter. Three hours.

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

4. SPEAKING AND WRITING ENGLISH—Required of all students unless they pass the English 4 Exemption Test. Every Quarter. Three hours.

Minimum essentials of oral and written composition. Content and method of functional grammar. Theory and practice of composition of collegiate grade.

*6. AMERICAN LITERATURE—Fall, Spring, and Summer Quarters. Four hours.

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

*8. THE HISTORY OF ENGLISH LITERATURE—Fall Quarter. Four hours.

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

*9. THE HISTORY OF ENGLISH LITERATURE—Winter Quarter. Four hours.

A reading course following the development of our literature from 1625 to 1798.

*10. THE HISTORY OF ENGLISH LITERATURE—Spring and Summer Quarters. Four hours.

A reading course following the development of our literature from 1798 to 1900.

11. THE ENGLISH LANGUAGE—Winter, Spring, and Summer Quarters. Four hours.

Historical development of the English language. Etymologies, word origins, connotations, etc.

12. VOICE CULTURE—Fall and Spring Quarters. Three hours.

Technical drill for freedom, flexibility, and expressiveness of voice. Exercises for clear-cut, accurate articulation. Interpretation of units of literature adapted, by their range of thought and feeling, to develop modulation, color, and variety of vocal response.

None of this drill is mechanical; even the technical exercise is controlled by a variety of concepts embodying the qualities sought.

13. THE ART OF STORY TELLING—Winter, Spring, and Summer Quarters. Three hours.

The study of the main types of narrative, with emphasis upon diction and manner suitable for each. Practice in the art of story telling. Open only to intermediate and rural school majors.

14. DRAMATIC ART—Fall Quarter. Four hours.

The technic of the drama. The analysis and group interpretation of plays. The content of the course varies from year to year.

15. TYPES OF LITERATURE—Every Quarter. Three hours.

A reading course looking toward an appreciation of literature and covering all the types of literature that can be made interesting to young people and formative of good taste in reading. This includes English, American, and foreign literature which has become classic. But no matter how "classic" it is, it still must be attractive. The types covered will be lyric, narrative, and epic poetry, drama, essay, story, novel, letters, and biography. Open only to kindergarten, primary, intermediate, and junior high school majors.

16. CONTEMPORARY LITERATURE—Fall, Winter, and Summer Quarters. Four hours.

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

18. DEBATING—Fall Quarter. Two hours.

A practice course in debating open to any student interested in inter-class and intercollegiate debating. The teams for the intercollegiate debates are chosen at the end of the quarter from the students enrolled in this group.

19. DEBATING—Winter Quarter. Three hours.

Those students who were selected for the intercollegiate debate teams will comprise the classes in English 19, one for men and one for women. The work will consist of the preparation for the debates.

*20. ADVANCED COMPOSITION—Spring and Summer Quarters. Prerequisite, English 4. Four hours.

This course is planned for students who have passed English 4 and wish to get further practice in the usual forms of composition and do not care to go into the newspaper writing provided for in the courses numbered 100, 101, and 102.

*31. THE SHORT STORY—Spring and Summer Quarters. Four hours.

A study of typical modern short stories to observe the technical methods of modern short story writers and the themes they have embodied in the magazine fiction of the present. The course is based upon Mr. Cross' book, "The Short Story," supplemented by O'Brien's "The Best Short Stories" and other recent volumes. Current magazine stories are also used. Offered next in Summer, 1926.

100. JOURNALISTIC WRITING—Fall Quarter. Three hours. A first course in journalism.

A course in advanced English composition, based upon newspaper and magazine work. This course is designed primarily in the interest of those majoring in English who expect to teach journalism in the high schools or may be called on to act as sponsors or advisers for school papers. Every type of composition used in practical news and magazine writing is used in this course.

101. JOURNALISTIC WRITING—Winter Quarter. Prerequisite, English 100. Three hours.

A continuation of English 100. A course in advanced English composition based upon newspapers and magazine work. Every type of composition used in practical news and journalistic writing is used in the course.

102. JOURNALISTIC WRITING—Spring and Summer Quarters. Prerequisite, English 100, 101. Three hours.

A continuation of English 101.

103. ADVANCED PUBLIC SPEAKING—Winter Quarter. Three hours.

A senior college course for students who wish to get more practice under direction than is given in English 3. Open only to those students who have had elementary public speaking in this College or elsewhere.

105. ORAL ENGLISH IN THE HIGH SCHOOL—Fall and Summer Quarters. Three hours.

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

106. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL—Fall and Summer Quarters. Three hours.

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

107. COMPARATIVE LITERATURE—Greek and Latin. Fall Quarter. Four hours. Offered next in 1926.

A survey of the main contributions of classical culture to world literature. The reading in English translation of Homeric epics and the dramas of Aeschylus, Sophocles, and Euripides.

108. COMPARATIVE LITERATURE—Italian, Spanish, and French. Winter Quarter. Four hours. Offered next in 1927.

A study of literary elements and influences deriving from Mediaeval and Renaissance cultures; a review of the trends of modern romance literature; a careful reading in translation of outstanding classics, notably Dante's "Divine Comedy."

109. COMPARATIVE LITERATURE—German, Scandinavian, and Russian. Spring Quarter. Four hours. Offered next in 1927.

A comparison of Teutonic epic material with Greek and Romance epic; a survey of the significant contributions in the literature of Germanic and Russian peoples; the careful study of Goethe's "Faust."

114. ADVANCED DRAMATIC ART—Winter Quarter. Four hours.

A lecture and laboratory course designed primarily for teachers and students who intend to engage in the work of play production, either in the schools or in the Little Theatre or Children's Theatre work. It is planned to give the student a general knowledge of theatrical technic, including staging, lighting, and the art of make-up; and of play rehearsal including casting and directing. Consideration is also given to the choice of material for amateur theatricals.

116. THE FESTIVAL—Summer Quarter. Three hours.

The study of historical or racial festival, its origin, forms, and various elements. Research and original work in outlining unified festival plans for schools or communities, reflecting some significant event or idea, or some phase of civilization.

117. PLAY PRODUCTION—Summer Quarter. Four hours.

The consideration of comedy as a type of drama, with intensive and comparative study of a Shakspearean comedy. The group interpretation of a Shakspearean comedy on the campus. The presentation of other plays.

120. LYRIC POETRY—Winter and Summer Quarters. Four hours. Offered next in 1928.

A comparative study of types, theme, spirit, and technic of standard English lyrics, with an attempt to estimate the significance of contemporary tendencies in poetry.

121. EARLY NINETEENTH CENTURY POETRY—Fall Quarter. Four hours. Offered next in 1927.

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

122. VICTORIAN POETRY—Spring and Summer Quarters. Four hours. Offered next in 1926.

Tennyson and Browning, and the general choir of English poets from 1832 to 1900.

*125. NINETEENTH CENTURY PROSE—Fall and Summer Quarters. Four hours. Offered next in 1926.

Consideration of the serious prose writing, chiefly critical and literary, of the leaders of thought in the nineteenth century.

126. THE INFORMAL ESSAY—Fall and Summer Quarters. Three hours. Offered next in 1927 (and Summer Quarter, 1926).

A study of the familiar essay for the purpose of determining the nature and form of this delightful phase of literary composition. The method in this course is similar to that pursued in the short story; namely, a reading of a number of typical essays as laboratory material for a study of technical and theme.

*127. SHAKSPEARE'S COMEDIES—Fall and Summer Quarters. Four hours. Offered next in 1927 (and Summer Quarter, 1926).

The life of Shakspeare and a literary study of his comedies, with a proper amount of attention to the method of teaching Shakspeare in high schools.

128. SHAKSPERE'S HISTORIES—Winter Quarter. Four hours. Offered next in 1928.

A continuation of the study of Shakspeare begun in English 127.

129. SHAKSPERE'S TRAGEDIES—Spring and Summer Quarters. Four hours. Offered next in 1926.

The completion of the year's work in Shakspeare.

130. ELIZABETHAN DRAMA EXCLUSIVE OF SHAKSPERE—Fall Quarter. Four hours. Offered next in 1926.

A knowledge of the dramatic literature of the early seventeenth century is incomplete without an acquaintance with the contemporaries and successors of Shakspeare from about 1585 to the closing of the theatres in 1642. The principal dramatists, with one or more of the typical plays of each, are studied in this course.

*132. THE DEVELOPMENT OF THE NOVEL—Winter Quarter. Four hours. Offered next in 1927.

The development, technic, and significance of the novel.

*133. THE RECENT NOVEL—Spring and Summer Quarters. Four hours.

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

*134. MODERN PLAYS—Winter and Summer Quarters. Four hours. Reading and class discussion of plays that best represent the characteristics, thought-current, and the dramatic structure of our time.

150. LITERARY INTERPRETATION—Summer Quarter. Three hours.

A drill course for teachers who have occasion to present much oral literature effectively to classes in the elementary or the secondary school.

160. OLD TESTAMENT LITERATURE—Winter Quarter. Three hours.

A study of the Scriptures from the point of view of their historical development in a method of approach which removes much of the difficulty in understanding them and adds to their charm. The course includes the early poetical, legal, and biographical writings, and the two great prophetic histories.

161. OLD TESTAMENT LITERATURE—Spring Quarter. Three hours.

This course, continuous with 160, consists of the consideration of important productions during the three centuries following 750 B. C., with special reference to the work of the Deuteronomists and the Priestly Editors. Some intensive study of literary masterpieces in each period is required.

230. RESEARCH IN ENGLISH.

This is a graduate seminar provided to take up problems in the teaching of English such as require investigation by graduate students working upon theses in the department of Literature and English. The amount of credit depends upon the work successfully completed.

MATHEMATICS

This department aims to prepare teachers of mathematics for the public schools. All courses in the department are given with a keen appreciation of the modern demand for vitalization of school work. In consequence, the material is presented in such a way as to furnish as many points of contact with real life as possible, and to give the student a comprehensive grasp of the principles of the subject under consideration.

COURSE OF STUDY

Courses marked * are given also by extension.

In addition to the core subjects listed on page 50, this department requires:

FIRST YEAR: Mathematics 2, 5, and 6.

SECOND YEAR: Mathematics 7 and either 8, 9 or 108, Physics 1.

THIRD YEAR: Mathematics 100 or 100a, 100b, 101 and 102, Mathematics 106 or Geography 113.

FOURTH YEAR: Six hours of Mathematics selected by the student

***1. SOLID GEOMETRY—Spring and Summer Quarters. Four hours.**

The ordinary propositions and exercises of this subject are given. Special attention is given to practical applications.

***2. PLANE TRIGONOMETRY—Fall, Spring, and Summer Quarters. Four hours.**

The solution of the right triangle with numerous practical applications secured by the use of surveyors' instruments in the field; the development of the formulas leading up to the solution of the oblique triangle.

4. SURVEYING—Spring Quarter. Four hours.

In this course the student becomes familiar with the ordinary instruments of the surveyor: the transit, the compass, the level, etc. He takes up such practical problems as running a line of levels for an irrigation ditch, establishing a sidewalk grade, and measuring land.

***5. COLLEGE ALGEBRA—Fall, Spring, and Summer Quarters. Four hours.**

This course opens with a thorough review of elementary algebra with a view to giving a clear knowledge of the principles of the subject. It continues with permutations and combinations, the progressions, and the functions and its graph.

***6. COLLEGE ALGEBRA—Winter and Summer Quarters. Four hours.**

A continuation of Course 5 dealing with logarithms, variables and limits, theory of equations, and infinite series. Throughout, the needs of the prospective teacher are constantly kept in view.

***7. ANALYTIC GEOMETRY—Fall and Summer Quarters. Four hours. Prerequisite, Math. 2.**

This course opens to the student, in a small way, the great field of higher mathematics. It also connects closely with the subjects or graphs in algebra and forms the basis of the work in the calculus.

8. THE TEACHING OF ARITHMETIC—Fall, Winter, and Summer Quarters. Two hours.

This course deals primarily with the modern movements and methods in the teaching of arithmetic. A brief history of the development of the subject and of the methods used in the past is given. The real problems of the classroom are taken up and discussed with a view to giving the student something definite that she can use when she gets into a school of her own.

***9. THE TEACHING OF ARITHMETIC—Spring Quarter. Four hours.**

This course will follow the same lines as Course 8, but in greater detail. It will also give more attention to the development of the principles of itself.

***100. THE TEACHING OF SECONDARY MATHEMATICS—Fall Quarter. Four hours.**

This course is designed to place before the prospective teacher the best educational thought of the day relating to high school algebra, geometry, and trigonometry. Consideration is given to the educational value of these subjects, to the recent improvements in teaching them, and to all problems arising in the work of the modern teacher of secondary mathematics.

100a. THE TEACHING OF ALGEBRA—Winter and Summer Quarters. Two hours.

This course deals with the practical problems which every modern teacher of algebra must solve, such as the purpose of algebra, its place in the curriculum, the principles used in the subject, and the best methods of teaching it.

100b. GEOMETRY FOR TEACHERS—Winter and Summer Quarters. Two hours.

This course aims at the extension of the student's knowledge of the field of plane geometry as well as the presentation of the best methods of teaching geometry.

***101. DIFFERENTIAL CALCULUS—Winter and Summer Quarters. Four hours.**

Prerequisites: Math. 2, 5, 6, and 7. An introduction to the powerful subject of the calculus. While care is taken to see that the formal side of the subject is mastered, many problems of a practical nature are introduced from the realms of geometry, physics, and mechanics.

*102. INTEGRAL CALCULUS—Spring and Summer Quarters. Four hours.

Prerequisites: Math. 2, 5, 6, 7, and 101. This course takes up the ordinary formulas for integration and the commoner applications of the integral calculus.

*103. THEORY OF EQUATIONS—Fall Quarter. Four hours.

Prerequisites: Math. 2, 5, 6, and 7. The course deals with the graph, complex number, cubic and quartic equations, symmetric functions, and determinants.

-106. DESCRIPTIVE ASTRONOMY—Winter and Summer Quarters. Four hours.

This course gives an introduction to the fascinating study of astronomy. It gives the idea of the principles, methods, and results of the science; shows the steps by which the remarkable achievements in it have been attained; and covers the recent investigations respecting the origin and development of the solar system.

108. JUNIOR HIGH SCHOOL MATHEMATICS—Fall and Summer Quarters. Two hours.

The almost universal adoption of the junior high school plan has given a great stimulus to the study of the character of the work in the common branches that should be pursued in the seventh, eighth, and ninth grades. This course attempts to solve the problems that arise concerning the mathematics in these grades.

*108a. JUNIOR HIGH SCHOOL MATHEMATICS—Spring Quarter. Four hours.

This course covers the same ground as Course 108 but takes up the work in much greater detail and goes into phases that the more limited course is not able to touch.

*200. ADVANCED CALCULUS—Winter Quarter. Four hours.

Prerequisites: Math. 2, 5, 6, 7, 101, 102. A discussion of problems given over largely to applications of the calculus.

*201. DIFFERENTIAL EQUATIONS—Spring Quarter. Four hours.

Prerequisites: Math. 2, 5, 6, 7, 101, 102. A discussion of problems which lead to differential equations and of the standard methods of their solution.

202. ADVANCED INTEGRAL CALCULUS—Spring Quarter. Four hours

Prerequisites: 2, 5, 6, 7, 101, 102. In this course the work of the preceding course in integral calculus is rounded out and extended.

MUSIC

The Department of Music is maintained primarily in order that teachers may be thoroughly trained to teach music in the public schools. The student life of the College is influenced directly by the large part music plays in all the student activities. It is necessary to maintain a large and highly trained music faculty in order properly to educate the public school music supervisor. Thus, it becomes possible to offer high-class instruction to those who are interested in the study of vocal and instrumental music. Send for special music bulletin.

Student recitals are given which provide the students an opportunity to appear in public recitals. During the school year an oratorio is given by the College Chorus, and the Glee Clubs of the institution give an opera each spring.

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

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

The course of study is planned on a four-year basis, although a two-year course may be taken. College credit is given for applied music under the following conditions:

1. An examination must be passed by all students who desire credit for applied music to show that they have completed the work of the second grade of the instrument, including voice, in which they apply for further work. Second grade work must be equal to the following standard: sonatinas and pieces from Kuhlau, Kullak, Clementi and Bach. Twelve little preludes and pieces suited to the individual student. All forms of technical exercises, scales, trills, chords, arpeggios, double thirds, and octaves. Knowledge of tone production, phrasing, rudiments of harmony, use of pedal, and sight playing. Pieces by Mozart, Haydn, Bach, Beethoven.
2. A full year's work (three quarters) must be taken before credit shall be allowed.
3. College credit will be given for proper work in all instruments except the following: saxophone, ukelele, banjo, guitar, mandolin, fife, and single percussion instruments.
4. Beginning work in any instrument, except those mentioned in "3," will receive college credit when the examination in piano is passed to show the completion of two grades of work.
5. One hour of credit is given for not less than one lesson a week with practice under the instruction of a member of the music department of the College faculty. Two lessons a week in the same instrument shall not receive additional credit.

FOR MAJORS IN MUSIC

Examination must be taken in piano work.

The maximum credit in applied music will be twelve hours in the two years' course and twenty-four hours in the four years' course.

FOR NON-MAJORS IN MUSIC

The maximum credit in applied music is three hours a year, six hours in the two-years' course, and twelve hours in the four years' course.

The five requirements applied to all students who wish to take lessons in applied music do not preclude beginning work in voice or piano or any other instruments, but in general they remove college credit from elementary work.

Band and orchestral instruments are rented at \$2.00 per quarter. Courses marked * are given also by Extension.

In addition to the core subjects listed on page 50, this department requires for majors in public school music:

FIRST YEAR: 1b, 2, 20, 22, 45, 101.

SECOND YEAR: 3, 4, 10, 11, 21, 23, 40, 101.

THIRD YEAR: 40, 101, 103, 104, 110, Ed. 2c, Phys. 114, Psys. 112.

FOURTH YEAR: 40, 101, 105, 106, 107, 108, 114, 120, 122.

All public school music majors are required to become members of the College chorus and orchestra. This may be taken with or without credit. All majors in the public school music course must pass a third grade test on the piano and must be able to sing with an agreeable quality. Consult the head of the department.

1a. SIGHT SINGING—Every quarter. Three hours.

This course is offered each quarter of the regular year and the first half of the summer quarter. It is a non-credit course prerequisite to Mus. 1b. Students who pass a proficiency test in sight singing at the beginning of the quarter will register at once for Mus. 1b. Rudiments of music such as staff, key signature, time signature, clef signature and major, minor and chromatic scales are explained, and the larger portion of time is given over to the actual drill in sight singing.

1b. ADVANCED SIGHT SINGING—Fall Quarter. Two hours.

This course is offered in the fall quarter and is given for the benefit of music students who expect to become supervisors of music. Choral music of a high type will be read and studied with special reference to speed, accuracy and expression. Required of all music majors.

2. TONE THINKING AND MELODY WRITING—Spring and Summer Quarters. Three hours.

It is expected that students will become proficient in writing melodies in all kinds of rhythms. A great deal of dictation is done. Required of music majors. Prerequisite, Music 1b.

3. INTRODUCTORY HARMONY—Fall and Summer Quarters. Three hours.

This is a study consisting of the construction, classification and the progression of chords, and is put into practical use in the harmonization of melodies. Required of music majors. Prerequisite, Music 2.

4. INTERMEDIATE HARMONY—Winter and Summer Quarters. Three hours.

Continuation of Music 3. Required of music majors.

5. ADVANCED HARMONY—Spring Quarter. Three hours.

A continuation of Music 4, taking up the higher discords and modulations. Required of music majors.

10. KINDERGARTEN—PRIMARY METHODS—Fall, Spring and Summer Quarters. Three hours.

The sensory period. Methods for kindergarten, first, second, and third grades. Care of the child voice. Its range. The less musical child. The teaching of rote songs. Development of rhythm through free and suggested expression. The toy orchestra. Repertoire of songs for home and school use, with publishers. A graded course in music appreciation is desirable so that kindergarten and primary teachers may be able to play simple accompaniments on the piano. Prerequisite, Music 1.

11. INTERMEDIATE METHODS—Winter and Summer Quarters. Three hours.

The associative or drill period. Methods for fourth, fifth and sixth grades. The round. Part-singing. Chromatics. Intervals. Tone drills. Sight-singing. Building of major and minor scales on keyboard. Written notation. Simple song analysis. Repertoire of appropriate rote songs. Familiar songs for memorizing. Materials for music appreciation. Prerequisite, Music 1.

12. RURAL SCHOOL MUSIC—Winter Quarter. Two hours.

Materials and methods of presentation. Classification of voices. School programs. Drill. Simple folk-dances and singing games. The teaching of music appreciation. Mimetic play. Christmas caroling. Conducting the community sing. The music contest. Its development and manner of judging. The music project. Survey of various state courses in rural school music.

*20. HISTORY OF ANCIENT AND MEDIEVAL MUSIC. Fall and Summer Quarters. Three hours.

A cultural course which deals with the development of ancient and medieval music and musicians up to and including Beethoven, through the presentation of music by these different composers. This subject is made an interesting course. Required of music majors.

21. MODERN COMPOSERS—Winter and Summer Quarters. Three hours.

A continuation of music 20. The lives and music of the great masters since Beethoven will be studied. Through the aid of the phonograph the student will become acquainted with the different styles of these composers' compositions. Required of all music majors. Prerequisite, Music 20.

22. MUSIC APPRECIATION—Fall, Spring, and Summer Quarters. Three hours.

A course open to all who want to acquire a greater love for good music. The lives of many of the great artists and composers are taken up in this course. Records of bands, orchestras, choruses, soloists, etc., are taken up with the purpose in view of acquainting the student with the best music and teaching him how to appreciate it.

23. MUSICAL LITERATURE—Winter and Summer Quarters. Three hours.

A listening course wherein the student is taught to distinguish between the various forms of composition. A thorough knowledge of dance forms, song forms, etc., will be obtained.

30. INDIVIDUAL VOCAL LESSONS—Every Quarter. One hour. Fee \$12.00, \$18.00, \$24.00, and \$30.00.

Correct tone production, refined diction and intelligent interpretation of songs from classical and modern composers.

31. INDIVIDUAL PIANO LESSONS—Every Quarter. One hour. Fee, \$12.00, \$18.00, and \$24.00.

High class instruction is offered to both beginners and advanced students using the standard technical works of Czerny, Clementi and others as well as the compositions of Beethoven, Bach, Schumann, Chopin and other classical and modern composers.

32. INDIVIDUAL VIOLIN LESSONS—Every Quarter. One hour. Fee, \$12.00, and \$24.00.

The work will be outlined according to the ability of the student. Only the best of teaching material is used and the bowing and finger technic are carefully supervised.

33. INDIVIDUAL PIPE ORGAN LESSONS—Every Quarter. One hour. Fee, \$24.00.

Work is given in pipe organ to those students who have had enough piano instruction to be able to play Bach Two Part Inventions. The instruction starts with a thorough foundation in organ technic followed by study of Bach organ works. Mendelssohn Sonatas, Guilman, Rheinberger, Widor and other organ composers of like standing in the musical world.

34. PIANO CLASS LESSONS—Every Quarter. No credit. Fee, \$6.00.

A course designed for the prospective teacher of piano classes.

35. INDIVIDUAL LESSONS FOR BRASS AND REED INSTRUMENTS—Every Quarter. One hour. Fee, \$15.00 and \$18.00.

Each instrument is carefully taught by a competent instructor and special attention is given to beginners.

36. INDIVIDUAL 'CELLO LESSONS—Every Quarter. One hour. Fee, \$24.00.

Modern methods are used and a thorough course is given presenting the best music literature for the 'cello.

37. CLASS IN ACCOMPANYING—Every Quarter. No credit. Fee, \$6.00.

Classes will be maintained at the size of six. Sight reading and actual practice in accompanying.

38. COLLECTIVE VOICE TRAINING—Every Quarter. No credit. Fee, \$6.00.

Fundamental work in voice building.

40. BEGINNERS ORCHESTRA—Every Quarter. One hour.

Beginners on orchestral instruments who have progressed sufficiently will find this an opportunity for ensemble rehearsal under competent direction.

41. MEN'S GLEE CLUB—Winter Quarter. One hour.

Entrance upon examination. This club prepares a program and makes an extended tour of Colorado and of near-by states.

42. SCHUMANN GLEE CLUB—Every Quarter. One hour.

Entrance upon invitation after examination. This club is composed of forty female voices and takes a prominent part in the presentation of the annual oratorio and opera. A concert is given each spring quarter.

43. **ADVANCED ORCHESTRA**—Every Quarter. One hour.

Only those are admitted to this orchestra who have had experience. Entrance upon examination only. All members must be present when called upon to play for College activities.

44. **ADVANCED BAND**—Every Quarter. One hour.

The College band is maintained in order that experienced band men may have an opportunity to continue rehearsing under able direction. The College band plays for all College activities and all members are expected to be present when the band is called upon to perform.

45. **ORCHESTRAL INSTRUMENTS**—Every Quarter. No credits. Fee, \$6.00.

A course in instrument study for the supervisor.

101. **COLLEGE CHORUS**—Fall Quarter. One hour.

Worth while music and standard choruses are studied and this chorus assists in giving the annual oratorio. Open to all students. Fall quarter only.

103. **COUNTERPOINT**—Fall and Summer Quarters. Two hours.

The rules of harmony are here applied to polyphonic writing. Required of majors in music. Prerequisite, Music 4.

104. **ADVANCED COUNTERPOINT**—Winter Quarter. Two hours.

Continuation of Music 103. Required of majors in music.

105. **BEGINNING ORCHESTRATION**—Fall and Summer Quarters. Three hours.

A study is made of the several instruments of the symphony orchestra. Their pitch and quality of tone are studied singly and in combination. Beginning arranging for orchestra is begun. Prerequisite, Music 104.

106. **ADVANCED ORCHESTRATION**—Winter Quarter. Three hours.

Continuation of Music 105. Required for a degree in music.

107. **FORM ANALYSIS**—Winter Quarter. Two hours.

Analysis will be made of the smaller forms in music, also of symphonies from Haydn down to the present. Prerequisites, Music 104 and 106. Required of majors in music.

108. **ADVANCED FORM ANALYSIS**—Spring Quarter. Two hours.

Continuation of Music 107. Required of majors in music.

110. **SUPERVISOR'S COURSE**—Spring and Summer Quarters. Three hours.

Survey of development of public school music. Its leaders. Comparison and discussion of various music series, and texts. Duties and responsibilities of the supervisor. Teachers' meetings, typical outlines for music work. Public school music surveys. Tests and measurements. Instrumental class methods. The adolescent voice. Materials for glee clubs and choruses. The school orchestra. The music memory contest. State music contests. Music magazines. Required of music majors. Prerequisites, Music 1b, 2, 3, 4, 10, 11.

111. **CONDUCTING BY ASSIGNMENT**—All Quarters. Two hours.114. **METHODS IN CONDUCTING**—Spring and Summer Quarters. Two hours.

The technic of the baton is obtained through the actual use of the same and music in all forms is studied with special reference to the directors' problems.

120. **SCHOOL ENTERTAINMENT**—Spring and Summer Quarters. Two hours.

A materials class for programs on all occasions: Thanksgiving, Christmas, Commencement, etc.

123. **OPERA**—Winter and Summer Quarters. One hour.

Monteverde to modern times. Classroom work will consist of lectures and the actual singing of the principal airs by the class. Librettos used as textbook.

130. INDIVIDUAL VOCAL LESSONS AND METHODS—Every Quarter. One hour. Fee, \$24.00.

A method of approach in tone building will be discussed with special reference to the teachers' problem.

131. INDIVIDUAL PIANO LESSONS AND METHODS—Every Quarter. One hour. Fee, \$18.00 and \$24.00.

An advanced course in piano playing with suggestions and helps for teaching the instrument.

132. INDIVIDUAL VIOLIN LESSONS AND METHODS—Every Quarter. One hour. Fee, \$24.00.

Teaching problems will be discussed and classified teaching material will be suggested, making this a valuable course to the student preparing himself for teaching the violin.

133. INDIVIDUAL PIPE ORGAN LESSONS AND METHODS—Every Quarter. Fee, \$24.00.

An advanced course in organ playing combined with instruction in teaching the instrument.

134. INDIVIDUAL 'CELLO LESSONS AND METHODS—Every Quarter. One hour. Fee, \$24.00.

Discussions will be held with special regard to the methods pursued in teaching the 'cello.

200. RESEARCH IN PUBLIC SCHOOL MUSIC—Four hours.

PHYSICS

The various courses in the Physics Department have primarily the object of preparing teachers to teach physics in secondary schools and colleges. The course of study, however, will fit the need of the following classes of students:

1. The physics or science teacher in the secondary schools.
2. The physics major, specializing for the purpose of teaching in secondary school or college.
3. The elementary teacher interested in science because of its growing introduction into the elementary schools.
4. The student interested as a future teacher in its cultural value.

Major students are expected to follow the course as outlined below. Minors in physics are expected to elect Physics 1, 2, 3, 11, 12, 13, 103, and 108. Other courses may be elected by special arrangement.

COURSE OF STUDY

Two or four years for majors in Physics.

In addition to the core subjects as listed on page 50, this department requires:

FIRST YEAR: Physics 1, 2, and 3; Chemistry 1, 2, and 3.

SECOND YEAR: Physics 11, 12, and 13; Mathematics 2, 5, and 6.

THIRD YEAR: Physics 103-108; Botany 1-3; Zoology 1-2; Mathematics 7-101-102.

FOURTH YEAR: Physics 111 and 121; Mathematics 103.

Students preparing for college teaching, research, or engineering, should elect Physics 11 as a beginning course. Prerequisite: Mathematics 2, Plane Trigonometry.

1. MECHANICS—Fall Quarter. Four hours. Fee, \$3.00.

Elementary course. Two discussions and two double laboratory periods usually on alternate days. This course will comprise a study of questions and problems arising in every day experience, a study of the principles underlying these questions and methods of solving by experiment in the laboratory. In general the study will cover methods of physical measurement and forces applied to machines and appliances of every day experience; such as the automobile, bicycle, ships, falling bodies, engines, pulleys, etc.

2. **ELECTRICITY AND MAGNETISM**—Winter Quarter. Four hours. Fee \$3.00.

A continuation of Physics 1, but applying the study to electrical machines such as batteries, dynamos, motors, lights, telephones, telegraph, radio receivers, transmitters, etc.

3. **HEAT, SOUND AND LIGHT**—Spring Quarter. Four hours. Fee, \$3.00.

A continuation of Physics 2, but applying the study to devices utilizing heat, sound or light.

10. **HOUSEHOLD PHYSICS**—Spring Quarter. Four hours. Fee, \$3.00.

Elementary course given especially for household students. Two discussion periods and two double laboratory periods per week. A special study of the questions arising in the household. The principles underlying heating, ventilation, electrical appliances, etc.

For students who may wish to teach other sciences in addition to physics, this course may be modified to suit their needs.

11. **MECHANICS**—Fall Quarter. Three hours. Fee, \$3.00.

Advanced course similar to Physics 1 but more theoretical and requiring careful quantitative analysis. A knowledge of logarithms, manipulation of formula and trigonometry are essential. Two discussion periods and one double laboratory period are required.

12. **ELECTRICITY AND MAGNETISM**—Winter Quarter. Three hours. Fee, \$3.00.

Advanced course. Continuation of Physics 11.

13. **HEAT, SOUND AND LIGHT**—Spring Quarter. Three hours. Fee, \$3.00.

Advanced course. Continuation of Physics 12.

103. **THEORY OF RADIO RECEPTION AND TRANSMISSION**—Any quarter. Four hours. Fee, \$4.00.

An elementary course preferably preceded by at least a high school physics course. Two discussion and two double laboratory periods per week. It will comprise a review of the elementary principles of electricity underlying radio communication followed by an intensive study of the principles underlying the construction and operation of radio receivers and transmitters. A number of experiments or projects may be elected by the student. Opportunity will be provided for code practice and preparation for the government operator's license.

104. **ADVANCED RADIO**. Any Quarter. Two or four hours. Fee, \$3.00.

A continuation of Physics 103 and intended for students having radio experience. It will comprise a study of code and practical experience in the operation and maintenance of transmitters, receivers and amplifiers. Opportunity will be given for experiment and study of the problems arising in a transmitting station. Because of the nature of the course it will be limited to six students.

107. **THE HISTORY OF EPOCH-MAKING DISCOVERIES IN PHYSICS**—Winter Quarter. Two hours.

The purpose of this course is to bring out the historical conditions under which the great discoveries were accomplished. The struggle that the natural philosophers have had to carry out in all ages against their contemporaries, imbued either with traditional superstition or with prejudice, their unyielding and often heroic determination to vanquish and subdue the forces of nature for the benefit of mankind, ought to form one of the cornerstones in the teaching of history in the public schools.

108. **METHOD OF TEACHING PHYSICS IN ELEMENTARY AND HIGH SCHOOLS**—Fall Quarter. Four hours.

This course is intended for teachers of both Physics and General Science. Its main purpose is the organization of projects, experiments, and study units in Elementary Physics.

111. **PROJECTS BASED UPON THE STUDY OF THE AUTOMOBILE**—Winter Quarter. Four hours. Fee, \$3.00.

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

114. THE PHYSICS OF MUSICAL INSTRUMENTS—Spring Quarter. Four hours. Fee, \$3.00.

Elementary course given especially for students majoring in music. Three discussion periods and one double laboratory period per week. The course will comprise a study of the nature of sound, sound waves, velocity of sound, resonance, beats, laws of strings, reeds, air columns, etc.

121. PROJECTS BASED UPON THE STUDY OF DIRECT AND ALTERNATING CURRENTS—(Prerequisite: Physics 2 and 103). Spring Quarter. Four hours. Fee, \$3.00.

This course will enable the prospective teacher not only to understand the working of electrical instruments and machinery, but to organize electrical experiments which will act most stimulatingly upon the imagination of the young. The courses will be accomplished by problems, experiments and projects on D. C. and A. C. generators, motors, telephone, telegraph, wireless, etc.

ROMANCE LANGUAGES AND LATIN

The Department of Romance Languages and Latin offers five years of instruction in French and Spanish and three years of instruction in Latin.

Other languages, Italian and Portuguese, may be offered when ten or more students request such instruction.

All courses are taught according to the direct method, and in all advanced classes, but little English is used.

Courses numbered 131 in all the languages are taught chiefly in English. It is expected that a student beginning a study of a language during the Fall Quarter will continue it throughout the year.

Students in beginning French or Spanish are expected to complete 12 hours work before receiving any credit.

CREDIT FOR FOREIGN LANGUAGE STUDIES

On February 19, 1924, the faculty voted as follows:

College credit for foreign language subjects shall be given under the following conditions:

1. College credit for beginning foreign language work, covering three Quarters, shall be given only on the completion of a second year's work in the same language.

2. Full credit shall be given for beginning foreign language, subject to the conditions of 1, when such work is completed within the first six quarters of the student's residence; one-half credit when completed within the next three quarters; and no credit when completed after the ninth quarter of residence.

In order that credit may be properly recorded in the registrar's office, Romance Language majors should have their programs for each quarter's work specially approved by the registrar.

COURSE OF STUDY

A four-year course of study for majors in Romance Languages and Latin. The department is prepared to give instruction leading to the A.B. degree to students majoring in (1) Spanish, (2) French, (3) Latin, or (4) Romance Languages (a combination of Spanish and French).

In addition to the core subjects required of all students and listed on page 50, this department requires:

For the A.B. degree with a major in French: French 1, 2, 3, 5, 7, 9, 105, 107, 109, and 131, a total of forty quarter hours

For the A.B. degree with a major in Spanish: Spanish 1, 2, 3, 5, 7, 9, 105, 107, 109, and 131, a total of forty quarter hours.

For the A.B. degree with a major in Latin: At least three years

of high school Latin as a prerequisite to the study of college Latin; Latin 5, 7, 9, 105, 107, 109, 125, 127, 129, and 131, a total of forty quarter hours.

For the A.B. degree with a major in Romance Languages (Spanish and French): French 1, 2, 3, 5, 7, 9, 105, 107, 109, and 131; Spanish 1, 2, 3, 5, 7, 9, 105, 107, 109, and 131; a total of eighty quarter hours.

In addition to the foreign language requirements, the department requires that the candidates for the A.B. degree be proficient also in the English language. The following English courses are required in each of the four groups of studies for majors in the Romance Languages or Latin: English 11 and 20. Eight quarter hours.

Since the preparation in the languages of students before they come to college is varied, no attempt is made here to arrange the courses by years. Each student begins where his previous preparation fits him to begin and takes the courses in the order indicated by the numbering.

The requirements set forth here are the lowest number of hours in each curriculum. The student, in order to perfect his preparation to teach the language or languages of his choice, may elect additional courses in the languages as opportunity and time permit.

SPANISH

1. ELEMENTARY SPANISH—Fall and Summer Quarters. Four hours.

Wagner's Spanish Grammar. Cuentos Contados by Pitarro and Green. Castilian pronunciation will be used entirely.

2. ELEMENTARY SPANISH—Winter Quarter. Four hours.

Grammar completed. Norte y Sur by Knight. Daily short Spanish themes on every-day life. Considerable practice in speaking Spanish.

3. ELEMENTARY SPANISH—Spring Quarter. Four hours.

Alarcon's Short Stories. Allen and Castillo's Spanish Life. Daily themes on Spanish-American life.

*5. INTERMEDIATE SPANISH—Summer and Fall Quarters. Four hours.

Prerequisite: Courses 1, 2, and 3, or two years of high school Spanish. Composition, conversation and extensive reading. Frias' Leyendas Mejicanas; El Ultimo de Su Raza. Special literary themes on current historical events. Conducted chiefly in Spanish.

*7. INTERMEDIATE SPANISH—Winter Quarter. Four hours.

Escrich's Amparo; Alarcon's La Prodigia. Original themes and scenes from literary themes will be presented and acted in class. Conducted in Spanish as far as possible.

*9. INTERMEDIATE SPANISH—Spring Quarter. Four hours.

Devoted to the works of Alarcon. El Sombrero de Tres Picos, El Escandalo, y El Final de Norma. Seneca's Spanish Composition. Conducted mostly in Spanish.

*105. ADVANCED SPANISH—Summer and Fall Quarters. Four hours.

Devoted to the principal dramas of Benavente: La Malquerida, Los Ojos de Los Muertos, and Mas Fuerte que el Amor. Three dramas of Echagaray to be read outside of class: El Gran Galeoto, O Locura O Santidad and La Muerte en Los Labios.

*107. ADVANCED SPANISH—Winter Quarter. Four hours.

The Spanish Novel: Doña Perfecta by Galdos; La Gaviota by Caballero; El Martir de Golgota, by Escrigh; and Lucha Extrana by Ballesteros. Original themes to be written in Spanish on selected themes.

*109. ADVANCED SPANISH—Spring Quarter. Four hours.

Spanish drama of the 17th, 18th, and 19th centuries. Prerequisites: Two years of college Spanish, or three years high school Spanish. Five of the following to be read in class, and five outside of class: Lope de Vega's La Moza de Cantaro and La Estrella de Sevilla; Tirso de Molina's La Prudencia en la Mujer and El Burlador de Sevilla; Alarcon's La Verdad Sospecha; Moreto's El Desden con el Desden; Calderon's La Vida es Sueño and El Magico Prodigioso; Hartzbusch's Los Amantes de Teruel and Tamayo's Un Drama Nuevo.

225. GRADUATE SPANISH—Fall and Summer Quarters. Four hours.

Selections from Mesnero Romanos; Romera-Navarro's *La America Espanola*; Ford's old Spanish Readings; Juan de Valdes' *Dialogo de la Lengua*. A knowledge of Latin, French, German, and Italian of great advantage in this course, but not required.

227. GRADUATE SPANISH—Winter Quarter. Four hours.

A critical study of the life and works of Cervantes, Velez Guevara, Corrabuas and Quevedo. Selections from *Don Quijote*, *El Diablo Cojuelo*, *Amar sin Saber a Quien*, and *Quien es Ella?* Original themes on the passing of Latin words into Spanish.

131. THE TEACHING OF SPANISH IN HIGH SCHOOLS—Summer and Spring Quarters. Four hours.

All the most recent methods available for this work will be reviewed. Some fifty of the best known texts now in use in both high schools and colleges will be examined, and "resumens" made by members of the class. A series of 20 lectures illustrated by lantern slides of all the countries of Spanish speech: Spain, Cuba, Porto Rico, Central America, Mexico, and all the countries of South America including Brazil.

FRENCH

1. ELEMENTARY FRENCH—Fall and Summer Quarters. Four hours.

Meras' *Le Premier Livre*. Special emphasis on acquiring correct habits of pronunciation.

2. ELEMENTARY FRENCH—Winter Quarter. Four hours.

Meras' *Le Second Livre*. Intensive drill on irregular verbs and on the idioms occurring in the text.

3. ELEMENTARY FRENCH—Spring Quarter. Four hours.

One or two short comedies of *La Biche* will be studied, and used as a basis for practice in conversation and simple imitative composition.

***5. INTERMEDIATE FRENCH—Fall and Summer Quarters. Four hours.**

Carnahan's Short Review French Grammar will be used as a basis for a more thorough study of grammar than is possible in the first year. *Lavisse's Histoire de France, Cours Intermediaire* will be studied, not only for practice in reading French, but also for a mastery of its contents which give a background for the study of French civilization.

***7. INTERMEDIATE FRENCH—Winter Quarter. Four hours.**

Carnahan's Short Review Grammar will be completed. Selected short stories, including such authors as Daudet, Merimee, Coppee, and Maupassant. Practice in conversation will be afforded by discussion of the texts.

***9. INTERMEDIATE FRENCH—Spring Quarter. Four hours.**

One of the comedies of Augier or of Scribe will be read, and one nineteenth century novel, such as Dumas' *La Tulipe Noire*, or *Le Chevalier de la Maison Rouge*. Simple free composition will be assigned. The class will be conducted entirely in French.

***105. SEVENTEENTH CENTURY DRAMA—Fall and Summer Quarters. Four hours.**

Cornelle's *Le Cid* and Moliere's *Le Misanthrope* will be used in class. Papers written in French will be prepared on the historical and social background of the 17th century literature. A thorough study will be given to phonetics and their application to French pronunciation.

***107. EIGHTEENTH CENTURY PROSE—Winter Quarter. Four hours.**

This course will endeavor to give a general survey of 18th century prose literature, with readings from representative authors: Voltaire, Rousseau, Beaumarchais, Marivaux. Critical papers will be prepared by the class.

***109. TWENTIETH CENTURY DRAMA—Spring Quarter. Four hours.**

A brief survey of modern tendencies in the field of the drama. Such authors will be studied as Brieux, Hervieux, and Lavedan.

131. THE TEACHING OF FRENCH IN THE HIGH SCHOOL—Four hours.

A careful study of the latest methods now in use in the study of French.

LATIN

5. FOURTH YEAR LATIN—Fall and Summer Quarters. Four hours.

This course is to be given alternately with a third year Latin course, both being designed for students who have had only two years of Latin in high school. This course will be preceded by a short, intensive grammar review for the benefit of students in whose study of Latin some time has elapsed since the two years taken in high school. The first part of Vergil's Aenid will be read; attention will be given to the metrical form and to the poetical features of the language—archaisms, figures of speech, etc. A study will be made of the major divinities of Roman mythology.

7. FOURTH YEAR LATIN—Winter Quarter. Four hours.

The second, third, and the fourth books of the Aenid will be read, accompanied by reports from the students on the legends of the Trojan war, which serve as a background for the understanding of Book II, and also a study of the geography of the ancient world.

9. FOURTH YEAR LATIN—Spring Quarter. Four hours.

The fifth and sixth books of the Aenid will be read; study will be given to the influence of Book VI on medieval and modern thought and literature.

105. FIFTH YEAR LATIN—Fall and Summer Quarters. Four hours.

Cicero's essays on Friendship and Old Age will be read, accompanied by a study, consisting chiefly of reports by the class, on Roman life, domestic, social and political.

107. FIFTH YEAR LATIN—Winter Quarter. Four hours.

The 21st and the 22nd books of Livy will be read, with reports on the historical period treated in the text.

109. FIFTH YEAR LATIN—Spring Quarter. Four hours.

Selections from Horace's Odes and Epodes will be read, accompanied by a study of the Augustan Age.

125. ADVANCED LATIN—Fall and Summer Quarters. Four hours.

This course will be offered only on demand. Horace's Odes, Satires and Epistles, will be read, with particular attention given to the light they have thrown upon the life and society of the times.

127. ADVANCED COLLEGE LATIN—Winter Quarter. Four hours.

Tacitus' Agricola and Germania will be read and attention given to the contrast between the barbaric civilizations of Britain and Germany and the effete civilization of the Roman Empire.

129. ADVANCED COLLEGE LATIN—Spring Quarter. Four hours.

The Roman theater will be studied by the reading of Terence's Phormio.

131. THE TEACHING OF LATIN—Summer Quarter. Four hours.

This will be a study of the traditional and contemporary methods of teaching Latin, with examination and criticism of various textbooks, specific devices for use in the classroom and Latin club, and discussion of the objectives and problems of the teaching of Latin in the secondary schools. The essentials of philology, necessary for the equipment of the Latin teacher, will be presented. Use will constantly be made of the report of the classical investigations.

FOREIGN LANGUAGES

GERMAN

1. ELEMENTARY GERMAN—Fall and Summer Quarters. Four hours.

The class will complete the first half of Manfred's Ein Praktischer Anfang. Emphasis will be laid on acquiring good habits of pronunciation and the building up of a large working vocabulary. The relation of German to English will be constantly stressed. The direct method will be used from the start.

2. ELEMENTARY GERMAN—Winter Quarter. Four hours.

The class will complete Manfred's Ein Praktischer Anfang, with intensive drill on inflections and syntax.

3. ELEMENTARY GERMAN—Spring Quarter. Four hours.

An easy reader, such as Allen's Herein, will be read, and used as a basis for conversation and free composition, as well as for a study of German life and folk-lore.

SOCIOLOGY, ANTHROPOLOGY, AND ECONOMICS

This department offers the following series of courses in Sociology, Anthropology, and Economics, to which other courses will be added from time to time. These courses are designed primarily to prepare the student for educational service as teacher, supervisor, or administrator. They are arranged and conducted so as to provide a desirable preparation for the successful teaching of the social sciences, and for those who combine teaching with social work. An unusually fine collection of anthropological and sociological material is available for the use of classes. A full four-year course is offered.

COURSE OF STUDY

Courses marked * are given also by extension.

Two years or four years for majors in Sociology. In addition to the core subjects as shown on page 50, this department requires:

FIRST YEAR: Sociology 1, Sociology 10, and a course selected from the freshman requirements in the Department of History.

SECOND YEAR: Biotics 101, Anthropology 100, Geology 100, 8, or 7.

THIRD YEAR: Twelve hours of Sociology selected by the student.

FOURTH YEAR: Twelve hours of Sociology selected by the student.

SOCIOLOGY

*1. INTRODUCTION TO THE SOCIAL SCIENCES—Each Quarter. Three hours.

Following a comprehensive view of the sciences and the arts, and particularly of the science and art of education, the various subjects studied in the social sciences such as the family, the state, races, languages, industry, art, customs, religious, etc., are presented in sufficient detail to show what the social sciences are and to enable the student to choose intelligently among them.

*3. EDUCATIONAL SOCIOLOGY—Spring and Summer Quarters. Three hours.

This course deals with sociology from the point of view of education, and presents the sociological ideas, laws, and principles necessary to the successful practice of teaching.

*18. RURAL SOCIOLOGY—Spring Quarter. Four hours.

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

*105. THE PRINCIPLES OF SOCIOLOGY—Each Quarter. Four hours. Required of third year students.

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

120. SOCIAL SURVEYS AND SOCIAL STATISTICS—Spring Quarter. Three hours.

This course acquaints the student with the technic of social surveys and should enable him to interpret scientifically the data of such surveys through the application of statistical methods. Teachers are frequently called upon to make or to assist in making social and educational surveys. This course should be of direct practical value in securing accurate information from such surveys, and in interpreting the information so secured.

130. SOCIAL PSYCHOLOGY—Fall, Winter, and Summer Quarters. Four hours.

A study of suggestion and imitation, crowds, mobs, fads, fashions, booms, crises, conventionality, custom, conflict, public opinions, leadership, and like topics. Text and syllabus.

*132. THE FAMILY—Winter, Spring, and Summer Quarters. Four hours.

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

134. CHILD WELFARE—Fall and Winter Quarters. Two hours.

A study of child accounting involving the problems of child labor, juvenile delinquency, the gifted child, and all problems arising from social maladjustment.

140. DEVELOPMENT OF SOCIAL THOUGHT—Fall Quarter. Three hours.

A study of the evolution of social concepts.

142. DEVELOPMENT OF SOCIAL THOUGHT—Spring Quarter. Two hours.

A continuation of Soc. 140.

150. MODERN SOCIAL PROBLEMS—Each Quarter. Four hours.

A course involving a study of war, crime, the race question, divorce, poverty, etc., in the light of the more recent sociological investigations. The course is designed for both undergraduate and graduate students, and students are admitted with or without previous study in sociology.

209. SEMINAR IN SOCIOLOGY—When requested by five or more students. Four hours.

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

ANTHROPOLOGY

100. GENERAL ANTHROPOLOGY—Fall Quarter. Four hours.

Primitive people, their physical characteristics, beliefs, customs, arts, industries, forms of government, religions; the evolution of the sciences and the arts, language, religion, law, government. This course is illustrated by concrete material. It is an introduction to, and a preparation for, the courses that follow, as well as for all advanced courses in the social sciences.

101. THE ORIGIN AND ANTIQUITY OF MAN—Fall, Winter, and Summer Quarters. Four hours.

This course endeavors to present the knowledge that has been accumulated with respect to fossil man, with such scientific inferences as seems to be warranted by the facts thus far discovered.

102. EARLY CIVILIZATION IN AMERICA—Spring and Summer Quarters. Four hours.

A study of the early civilization of Central America, Mexico and Peru and of the Pueblo and other Indians of North America. Exclusive use is made of a fine collection of material illustrative of early American art and industry.

ECONOMICS

*10. ELEMENTARY ECONOMICS—Fall Quarter. Three hours.

This is a course designed to give a practical knowledge of the common ideas, laws, terms, and principles of economics that are essential to good citizenship, and also to present an analysis of the basic factors on which the production of all wealth depends. It is a preparatory course in the general subject of economics and for courses 110 and 112.

110. PRINCIPLES OF ECONOMICS—Winter and Summer Quarters. Four hours.

A general course based upon one of the recognized texts in the subject. Attention is devoted chiefly to the phenomena of production, distribution, and exchange with the view of preparing the student for the intelligent discussion of the various present day economic problems such as immigration, the tariff, currency reform, taxation, insurance, and like topics.

112. LABOR AND SOCIETY—Winter Quarter. Four hours.

A study of the relation of the work and the life of the laboring classes, their development, place, privileges, and rights in society, and the relation of workers to systems of industrial administration. Specially commended to teachers of commercial and industrial education and to students of economics.

200. SOCIAL WASTE—Spring Quarter.

A course in social as distinguished from political economy. The principles of social waste are discussed, and the social waste resulting from vice, crime, disease, unemployment, the present use and abuse of our natural resources, and like causes.

PART VI
PROGRAM FOR THE THREE QUARTERS

INSTRUCTIONS CONCERNING REGISTRATION

Note—Take this copy of CATALOG and YEAR BOOK with you when you register.

1. TIME AND PLACE FOR REGISTRATION—All registration takes place in the Gymnasium from 8:00 to 12:00 and from 1:00 to 4:00, Tuesday, September 28.

2. ORDER OF REGISTRATION—Do *only two things* on Registration Day:

(a) Fill out the Registration Card (personal data) with PEN and present it for registration material.

(b) Fill out the Temporary Enrollment Card with PEN and have it signed by your Faculty Adviser. This card will admit you to class the first week ONLY. It must be signed by each of your teachers before permanent registration.

The Temporary Card must be exchanged for Permanent Cards at the Registrar's office on designated dates to be given out when you arrive at the place of registration. This exchange should be completed by 5:00 P. M. of the last day for permanent registration. Permanent Cards, APPROVED BY THE REGISTRAR, must be presented to your teachers not later than the date thus arranged. All students who have not complied with the provision on or before this date will be dropped from class. However, DO NOT ATTEMPT THIS EXCHANGE UNTIL YOU, YOUR ADVISER AND YOUR TEACHERS ARE COMPLETELY SATISFIED WITH YOUR SCHEDULE. Be sure to get a copy of further instructions and a Program Change Sheet to be given out on Registration Day.

3. STUDENT PROGRAM SIXTEEN HOURS—The normal program of a student is sixteen hours. Students whose outside work takes up a considerable part of their time must not enroll for more than twelve to fifteen hours, unless approved by the vice-president or registrar. Any student may make up a program of fifteen, sixteen, or seventeen hours; but if seventeen hours are taken in one quarter, fifteen must be taken at a later quarter, so that any three consecutive quarters, dating from the first quarter's work, may not average more than sixteen hours. Those wishing to take seventeen or eighteen hours regularly must take the Extra Hour Test, given at 1:30 P. M. on Registration Day—Little Theatre, Administration Building. No schedules will be approved for more than eighteen hours under any condition.

4. **LATE REGISTRATION**—A fee of \$1.00 is charged for registration after 4:00 P. M. the regular day for temporary registration. This fee is also exacted of students who register after the final date for permanent registration. Students more than two days late will have their programs cut in proportion to the time they miss from recitations.

5. **PHYSICAL EDUCATION**—All freshmen and sophomores, including the unclassified students who expect later to become classified, are required to take an **ACTIVE EXERCISE** course in physical education each quarter in residence. A non-credit course in Corrective Gymnastics, Phys. Ed. 68, must be taken by students who have been examined by the college physicians and exempted from active exercise. Students who take this course must present a certificate of recommendation from one of the College physicians and register for the course as for any other subject.

6. **PHYSICAL AND DENTAL EXAMINATIONS**—An annual health examination is required for each student. Unclassified students are **NOT** exempt from this requirement.

7. Old Ed. 8 is now designated as Ed. 1 (Introduction to Education), and is now required instead of Old Ed. 8. Those who have taken Ed. 8 need not take Ed. 1. Old Ed. 1 (Principles of Teaching) is now designated Ed. 5. Note this carefully in registering. Education 1 (Introduction to Education) must be taken by all candidates for graduation who have not already had the course, unless exempted.

8. **ENGLISH 4** is required of all candidates for graduation no matter what English courses they may have had elsewhere in high school or college, unless they are excused after passing the English Exemption Test. This test is given at the opening of each quarter. Time and place to be announced.

9. Students who have been admitted to the College before October 1, 1923, should determine to their satisfaction that such admission is in accordance with regulations which have been in effect since that date. Students should determine also if they are affected by the new requirements for graduation which went into effect September 1, 1924. (See information beginning on page 38 of this bulletin.)

NOTE:—Classrooms not designated in the Program will be assigned on Registration Day. Do not attempt to make a program until you have read carefully pages immediately preceding and special instructions to be supplied on Registration Day.

PROGRAM OF THE THREE QUARTERS

FALL QUARTER, 1926-27

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
8:00 to 8:50					
Art 3a	Art Structure I	MTThF	4	Baker	G-200
Art 4b	Design	TWThF	4	Hill	G-200
Biol. 1	Educ. Biol. (2 hrs. Lab. by appt.)	MTWTh	3	Jean	301
C. E. 103	The Organ. of Shorthand Material	MTh	2	Merriman	212
C. E. 104	Methods of Training for Sec. Ser.	TF	2	Merriman	212
Ed. 1	Introduction to Education	MTTh	3	Ganders	
Ed. 4	Intermediate Methods	MTWTh	4	Van Meter	
Ed. 10	Elementary School Curriculum	TThF	3	Gamble	
Ed. 126	Proj. Curriculum for Rural Schools	MWF	3	Hargrove	
El. Sci. 1	Nature Study	TWThF	4	Selberg	
Eng. 2	Teaching of Written English	MTThF	4	Johnson	
Eng. 4	Speaking and Writing English	MTWTh	3	Tobey	
Eng. 8	The Hist. of Eng. Lit. (670-1625)	MTThF	4	Hawes	202
Geog. 4	Regional Geography of North America	MTThF	4		101
H. A. I	Textiles	MWF	3	Wiebking	HE-304
Hist. 107	The British Empire	MTWTh	4	Dickerson	104
Hyg. and P. E. 2	Anatomy	MTWTh	4	Long	1
Ind. Arts 8a	Art Metal (double period)	MTWTh	4	Hadden	G-105
Ind. Arts 14	Care and Management	MTWTh	3	Foulk	G-1
Ind. Arts 31a	Elem. Printing (double period)	MTWTh	4	Bishop	G-104
Ind. Arts 32a	Inter. Printing (double period)	MTWTh	4	Bishop	G-104
Math. 7	Analytic Geometry	MWThF	4		210
Mus. 40	Beginning Orchestra	TTh	1	Thomas	C-14
Mus. 45	Orchestral Instruments	MW	1	Thomas	C-14
P. E. 50a	Gymnastic Dancing	MWF	1	Cave	Gym
P. E. 58	Esthetic Dancing	MWF	1	Keyes	6

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Physics I	Mechanics (Lab. TTh 8:00-10:00)	MTThF	4	Valentine	HE-106
Psych. 108a	Ed. Tests and Measurements	MTWTh	4	Heilman	103
Soc. 1	Intro. to the Social Sciences	MTTh	3	Howerth	
Span. 1	Elementary Spanish	MTWTh	4	DuPoncet	205
9:00 to 9:50					
Art 14	Ind. Arts Methods—Int. and Jr. H.	TWThF	4	Moore	G-204
Art 103	Art Structure III	TWThF	4	Hill	G-203
Art 104	Design and Composition	TWThF	4	Hill	G-203
Ath. 52	Gymnastics	TWTh	1	Hancock	Gym
Chem. 108	Organic Chemistry (Lab. by appt.)	MW	3	Bowers	300
Chem. 110	Organic Chemistry (Lab. by appt.)	MW	4	Bowers	300
C. E. 1	Principles of Shorthand I	TWThF	4	Merriman	212
C. E. 36	Handwriting Methods	TWThF	2	Bedinger	214
Ed. 1	Intro. to Education	TWF	3	Hargrove	
Ed. 106	Types of Teaching and Learning	TWThF	4	Gamble	
Ed. 144	School Publicity	MT	2	Ganders-Shaw	
Ed. 147	Educational Surveys	ThF	2	Ganders	
Eng. 3	Public Speaking and Oral Comp.	TThF	3	Casey	
Eng. 4	Speaking and Writing English	TWThF	3	Hawes	
Eng. 107	Comparative Literature	MTWTh	4	Tobey	
Hist. 5	Early Modern Europe	TWTh	4	Peake	104
H. A. 1	Textiles	TWF	3	Wiebking	HE-304
H. E. 111	Home Economics Education	MWThF	4	Roudebush	HE-301
H. Sci. 7	Household Management (Theory)	TW	2	Clasbey	HE-305
H. Sci. 7	Household Management (Practice)	Daily	2	Clasbey	Cottage
Hyg. 1	Indiv. and Social Hyg. (Men)	MWF	3	Long	1
Hyg. and P. E. 106	Research in Physical Ed.	Tu	3-5	Long	1
Ind. Arts 1	Tech. and Theory of Woodworking	MTWTh	2		T-14
Ind. Arts 41a	Elem. Bkdg. and Leather Craft	MTWTh	2	Schaefer	G-100
Ind. Arts 109a	Art Metal (double pd.)	MTWTh	4	Hadden	G-101
Lib. Sci. 102	Receipt and Prep. of Books	TTh	2	Carter	
Lib. Sci. 106	School Library	MWF	3	Carter	
Mus. 3	Introductory Harmony	WThF	3	Thomas	C-6
Mus. 22	Appreciation	TWF	3	Opp.	C-14

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
P. E. 53	Gymnastics (Majors)	MTWTh	2	Cave	Gym
P. E. 57	Folk and National Dances	MWF	1	Keyes	6
Psych. 2b	Educational Psychology	MTThF	3	Hertzberg	103
Psych. 212	Statistical Methods	MTWTh	4	Heilman	102
Soc. 106	Modern Social Problems	MTWTh	4	Howerth	208
Span. 5	Intermediate Spanish (Alarcon)	TWThF	4	DuPoncet	205

10:00 to 10:50

Art 3	Freehand Drawing I	MTThF	4	Baker	G-203
Art 13	Ind. Arts Methods—Primary	MTThF	4	Klee	G-200
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTThF	3		301
C. E. 2	Principles of Shorthand II	MTThF	4	Merriman	212
C. E. 38	Commercial Law I	MTThF	4	Bedinger	214
Ed. 1	Intro. to Education	MTF	3	Mahan	
Ed. 3	Primary Methods	MTWTh	4	Rosenquist	
Ed. 10	Elem. School Curriculum	TThF	3	Gamble	
Ed. 21	Rural School Problems	MTF	3	Hargrove	
Ed. 100a	Problems of Education	MTTh	3	Ganders	
Ed. 224	Experimental Education	MTWTh	4	Whitney	
Eng. 15	Types of Literature	MTTh	3	Tobey	
Eng. 16	Contemporary Literature	MTThF	4	Newman	202
Eng. 105	Oral Eng. in the H. S.	MTTh	3	Casey	100a
Geog. 100	Geology	MTThF	4	Barker	101
H. A. 3	Garment Making (double pd.)	TThF	3	Wiebking	HE-304
H. A. 108	Costume Design	MTThF	4	Roudebush	HE-301
H. Sci. 103	Dietetics (double pd.)	MTThF	4	Pickett	HE-202
Ind. Arts 1	Tech. and Theory of Wdwkg.	MTThF	2		T-14
Ind. Arts 1a	Tech. and Theory of Wdwkg. (2 pds.)	MTWTh	4	Foulk	G-1
Ind. Arts 10	Mechanical Drawing	MTThF	2-4	Hadden	G-105
Ind. Arts 11	Projections, Shade and Shadow	MTThF	4	Hadden	G-105
Ind. Arts 31a	Elementary Printing (2 pds.)	MTThF	4	Bishop	G-104
Ind. Arts 42a	Int. Bkdg. and Leather Craft (2 pds.)	MTThF	4	Schaefer	G-100
Ind. Arts 133a	Adv. Printing (2 pds.)	MTThF	4	Bishop	G-104
Math. 9	Teaching of Arithmetic	MTThF	4		210
Mus. 20	Ancient History	MThF	3	Opp	C-14

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Mus. 103	Counterpoint	MTh	2	Thomas	C-6
P. E. 64	Athletics for Women (Tennis)	MWF	1	Cave	Courts
Pol. Sci. 1	Government of the U. S.	MTThF	4	Dickerson	104
Psych. 2b	Educational Psychology	MTThF	3	Hertzberg	103
Psych. 109	Psycho-Clinical Practice (Exam. Tr. Sch. children 10-12)	MTThF	2-4	Hamill	T-7
Psych. 111	Speech Defects	TTh	2	Heilman	102
Span. 105	Advanced Spanish (Benavente)	MTThF	4	DuPoncet	205
11:00 to 11:50					
Art 2	Fine Arts Methods—Primary	MTThF	4	Baker	G-200
Art 108	Pottery I	MTThF	4	Moore	G-204
Ath. 67	Intra-Mural Sports	MTTh	1	Cooper	Gym
Ath. 68	Cross Country Running	MWF	1	Hancock	Field
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTWTh	3	Jean	
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTThF	3	Harrah	301
Chem. 1	General Chemistry (Lab. by appt.)	MW	3	Bowers	300
Chem. 1	General Chemistry (Lab. by appt.)	TTh	3	Bowers	300
Chem. 4	General Chemistry (Lab. by appt.)	TTh	4	Bowers	300
Chem. 4	General Chemistry (Lab. by appt.)	MW	4	Bowers	300
C. E. 3	Secretarial Practice I	MTThF	4	Merriman	212
C. E. 36	Handwriting Methods	MTThF	2	Bedinger	214
Ed. 1	Intro. to Education	MTF	3	Ganders	
Ed. 5	Prin. of Teaching	TWThF	3	Gamble	
Ed. 51	Songs, Games, Story-telling—Kg.	MTWTh	4	Lyford	
Ed. 101	Prin. of H. S. Teaching	MTWTh	4	Blue	
Eng. 1	Mat. and Meth. in Read. and Lit.	MTWTh	4	Tobey	202
Eng. 11	The English Language	MTWTh	4	Cross	100
Eng. 14	Dramatic Art	MTThF	4	Casey	202
Eng. 125	Nineteenth Century Prose	MTWTh	4	Boardman	100a
Geog. 199	Conservation of Natural Resources	MTThF	4	Barker	101
German 1	Elementary German	MTWTh	4		
Hist. 1	Am. Hist., 1700-1800	TWThF	4	Peake	104
Hist. 27	Contemp. World History	MTh	2	Dickerson	
Hyg. 1	Indiv. and Soc. Hygiene (Women)	MWF	3	Bryson	1

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Ind. Arts 117	Elements of Machine Design I	MTWTh	4	Hadden	G-105
Math. 108a	Jr. High School Mathematics	MTThF	4	Mallory	210
Mus. 1a	Sight Singing	MWF	0	Cline	C-14
Mus. 1b	Sight Singing (Adv.)	TTh	2	Cline	C-14
P. E. 150	Characteristic Dancing	MWF	1	Keyes	6
P. E. 62	Plays and Games	MWF	1	Cave	Field
P. E. 164	Athletics for Women	Daily	3	Long	Gym
Physics 11	Mechanics (Adv.) (Lab. by appt.)	MTTh	3	Valentine	HE-106
Psych. 2b	Educational Psychology	MTThF	3	Hertzberg	103
Psych. 213	Conference Courses	Arrange	2-4	Heilman	102
Soc. 10	Elementary Economics	TWTh	3	Binnewies	
Soc. 100	General Anthropology	MTWTh	4	Howerth	208
Span. 225	Graduate Spanish (Ibanez)	MTWTh	4	DuPoncet	205

1:00 to 1:50

Art 2	Fine Arts Methods—Primary	TWThF	4	Klee	G-200
Art 5	Water Color Painting	MTWTh	4	Hill	G-203
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	TWThF	3	Selberg	
Chem. 7	Qualitative Analysis	MTWTh	2-4	Bowers	302
C. E. 50	Principles of Accounting I	MTWTh	4	Colvin	214
Ed. 1	Intro. to Education	TThF	3	Gamble	
Ed. 10	Elem. School Curriculum	MTF	3	Mahan	
Ed. 52	Kg. Curriculum and Use of Materials	MTWTh	4	Lyford	
Ed. 120	Educational Finance	MT	2	Ganders	
Ed. 210	Prob. of the School Curric.	MWTh	3	Rugg	
Eng. 4	Speaking and Writing English	MTThF	3	Casey	100
Eng. 6	American Literature	MTWTh	4	Boardman	100a
Eng. 106	The Teaching of Eng. in the H. S.	MTTh	3	Hawes	
French I	First Year French	MTWTh	4	Crates	205
Geog. 113	Mathematical Geography	MTF	3	Barker	101
Geog. 130	Islands of the Sea	Th	1	Barker	101
H. A. 4	Millinery (double pd.)	TWThF	4	Roudebush	HE-301
Hist. 117	Teach. of Hist.—Jr. and Sen. H. S.	TWF	3	Dickerson	104
H. Sci. 1	Foods and Cookery (double pd.)	MTWTh	4	Pickett	HE-202
H. Sci. 4	Elem. Nutrition	MTWTh	4		HE-306

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
H. Sci. 106	Home Care of the Sick	MTThF	4	Wiebking	HE-304
Ind. Arts 5	Prin. of Teach. Prac. Arts Subjects	MTW	3	Hadden	G-105
Ind. Arts 6	Repair and Equip. Constr. (2 pds.)	MTWTh	4	Fouk	G-1
Ind. Arts 143a	Adv. Leather Craft (double pd.)	MTWTh	4	Schaefer	G-100
P. E. 162	Plays and Games (P. E. Majors)	Daily	3	Long	Field
P. E. 165	Basketball Coaching	MWF	2	Cooper	Gym
Soc. 134	Child Welfare	MW	2	Binnewies	
Soc. 140	Development of Social Thought	MWF	3	Binnewies	
Zool. 1	General Zoology (Lab. 2:00 MF)	MTThF	4	Harrah	301
2:00 to 2:50					
Art 7	Constructive Design	MTThF	4	Baker	G-204
Art 17	Lettering	TTh	2	Hill	G-200
Bot. 1	General Botany (Lab. 1:00 TW)	MTWTh	4	Jean	304
Chem. 114	Quantitative Analysis	MTWTh	4	Bowers	302
C. E. 11	Principles of Typewriting I	MTThF	2	Knies	211
C. E. 42	Advertising	MTWTh	4	Colvin	214
Ed. 1	Intro. to Education	MTF	3	Mahan	
Ed. 20	Agricultural Education	MTWF	4	Hargrove	
Ed. 51	Songs, Games, Story Telling—Kg.	MTWTh	4	Lyford	
Ed. 112	School House Construction	MT	2	Ganders	
Ed. 113	Org. and Adm. of the Jr. H. S.	MTWTh	4	Rugg	
Ed. 150	Foundations of Methods	MTWTh	4	Armentrout	
El. Sci. 1	Nature Study	TWThF	4	Selberg	
Eng. 8	The Hist. of Eng. Lit. (670-1625)	MTThF	4	Hawes	
Eng. 12	Voice Culture	TThF	3	Casey	
Eng. 100	Journalistic Writing	MWTh	3	Shaw	
Eng. 130	Elizabethan Drama (Excl. of Shakspeare)	MTWTh	4	Boardman	
French 5	Intermediate French	MTWTh	4	Crates	205
Geog. 8	Human Geography	MTThF	4	Barker	101
Hist. 116	Spanish-American History	MTWTh	4	Dickerson	104
Hyg. 108	Educational Hyg. (Men and Women)	MWF	3	Long	1
Ind. Arts 1	Tech. and Theory of Wdwdkg.	MTWTh	2		T-14
Latin 5	Fourth Year Latin (Vergil)	MTWTh	4		
Math. 2	Trigonometry	MTThF	4	Charlesworth	210

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Mus. 10	Primary Methods	MWF	3	Mohr	T-12
Mus. 37	Class in Accompanying	Th	1	Chadwick	C-2
Mus. 38	Collective Voice Training	T	1	Cline	C-1
Mus. 41	Men's Glee Club	MW	1	Cline	C-6
P. E. 62	Plays and Games	MWF	1	Keyes	6
P. E. 64a	Athletics for Women (Tennis)	MWF	1	Cave	Courts
P. E. 64a	Athletics for Women (Tennis)	MTTh	1	Cave	Courts
Physics 103	Radio Trans. and Recep.—Theory (Lab. by appt.)	MTWTh	4	Valentine	HE-106
Psych. 2a	Educational Psychology	MTThF	3	Hertzberg	103
Psych. 110	General Psychology	MTWF	4	Hamill	102
Soc. 130	Social Psychology	MTWTh	4	Binnewies	208

3:00 to 3:50

Art 4a	Art Structure II	MWF	3	Moore	G-200
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTWF	3		301
Bot. 102	Histology (Lab. 4:00 MTW)	MTW	4	Jean	304
C. E. 37	Business Mathematics	MTWF	4	Colvin	214
C. E. 110	Office Appliances	MTWF	4	Knies	211
Ed. 1	Intro. to Education	MTF	3	Mahan	
Ed. 123	Educ. Research—Sr. Coll. Students	Arrange	3-4	Rugg	
Ed. 223	Educ. Research—Grad. Students	MTW	3	Whitney	
Eng. 4	Speaking and Writing English	MTWF	3		
Eng. 13	The Art of Story Telling	MTWTh	3	Campbell	
French 105	Advanced French	MTWTh	4	Crates	205
Geog. 12	Geography Methods—Intermediate	MTWF	4		101
Hist. 10	Soc. and Indus. Hist. of the U. S.	MTWTh	4	Peake	104
H. Sci. 1	Foods and Cookery (double pd.)	MTWTh	4	Pickett	HE-202
Hyg. 1	Ind. and Soc. Hygiene (Women)	MWF	3	Bryson	1
Hyg. and P. E. 113	Admin. of Physical Education	TTh	2	Long	1
Math. 5	College Algebra	MTWF	4		210
Mus. 11	Music Methods—Intermediate	MWF	3	Mohr	T-12
Mus. 42	Schumann Club	MW	1	Cline	C-14
P. E. 58	Esthetic Dancing	MWF	1	Keyes	6
P. E. 64c	Athletics for Women (Hockey and Baseball)	MWF	1	Cave	Field
Psych. 2a	Educational Psychology	MTWF	3	Hamill	103
Soc. 105	Prin. of Sociology	MTWF	4	Binnewies	

Time and Cat. Number

Description

Days

Qr. Hours

Teacher

Room

132

4:00 to 4:50

Art 6	Art Appreciation	W	1	Baker	G-200
Art 13	Industrial Arts Methods—Primary	MTThF	4	Klee	G-200
Chem. 117	Teaching of Chemistry	MWTh	3	Bowers	300
C. E. 13	Principles of Typewriting III	MTTh	3	Knies	213
C. E. 14	Methods of Teaching Typewriting	F	1	Knies	213
C. E. 211	Business Administration	MTWTh	4	Colvin	214
Ed. 1	Intro. to Education	MWF	3		
Ed. 104	Proj. Meth. of Teaching	MWThF	4	Mahan	
Ed. 165	Bible Study	M	1	Wilson	
Ed. 16	Elem. Training Course—Campfire	M	1	Lee	
Eng. 4	Speaking and Writing English	MWThF	3		
Eng. 18	Debating	MW	2	Boardman	100a
Hist. 2	Am. Hist. National Development	TWThF	4	Peake	104
Latin 105	Advanced Latin (Horace)	MTWTh	4	Crates	205
Mus. 43	Advanced Orchestra	MW	1	Thomas	Consv.
Mus. 44	Advanced Band	TTh	1	Thomas	Consv.
P. E. 55	Archery and Fencing	MWF	1	Long	Gym
P. E. 57	Folk and National Dances	MWF	1	Keyes	6
P. E. 57	Folk and National Dances	MTTh	1	Keyes	6
P. E. 64d	Athletics for Women (Soccer)	MWF	1	Cave	Field
Ath. 66	Football (Varsity)	Daily	1	Cooper-Hancock	Field
Ath. 66a	Football (Freshmen)	Daily	1	Hancock	Field
P. E. 68	Corrective Gymnastics	TTh	0	Cave	Gym
P. E. 167	Athletic Coaching Practice	Arrange	2	Cave	Field
Physics 108	Tchg. of Physics in Elem. and H. S.	MTWTh	4	Valentine	HE-106
Psych. 2a	Educational Psychology	MTWF	3	Hamill	103
Soc. 142	Development of Social Thought	MW	2	Binnewies	
Zool. 107	Elementary Entomology (Lab. 3:00-5:00 ThF)	MTThF	4	Harrah	301

COLORADO STATE TEACHERS COLLEGE

7:00 P. M.

Mus. 101	College Chorus	MTh	1	Cline	C-14
Soc. 209	Seminar (2 pds.)	MTh	4	Howerth	

WINTER QUARTER, 1926-27

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
8:00 to 8:50					
Art 1	Fine Arts Methods—Int. and Jr. H. S.	MTWTF	4	Moore	G-200
Bact. 1	Elem. Bact. (Lab. 2:00-4:00 WF)	TWThF	4	Selberg	
Biol. 1	Educ. Biol. (2 hrs. Lab. by appt.)	MTWTh	3	Jean	301
Civl. 1	Intro. to Contemporary Culture	TThF	3	Blue	
C. E. 109	Analytical Studies in Shorthand	TThF	3	Merriman	212
Ed. 1	Intro. to Education	MTh	3	Hargrove	
Ed. 10	Elem. School Curriculum	TThF	3	Gamble	
Ed. 113	Org. and Adm. of the Jr. H. S.	MTThF	4	Ganders	
Eng. 2	Teach. of Written English	MTThF	4	Johnson	
Eng. 4	Speaking and Writing English	MTThF	3		
Eng. 9	The Hist. of Eng. Lit. (1625-1798)	MTThF	4	Hawes	
Eng. 134	Modern Plays	MTWTh	4	Tobey	
Geog. 12	Geog. Methods—Intermediate	MTThF	4		101
Hist. 108	The American Revolution	MTWTh	4	Dickerson	104
H. A. 3	Garment Making (double pd.)	WThF	3	Wiebking	HE-304
H. Sci. 107	Advanced Problems in Cookery (double pd.)	TWThF	4		HE-206
Hyg. and P. E. 2a	Kinesiology	MWF	3	Long	
Hyg. and P. E. 105	Remedial Gymnastics	TTh	2	Cave	1
Ind. Arts 8b	Art Metal (double pd.)	MTWTh	4	Hadden	G-101
Ind. Arts 19	Wood Turning (2 pds.)	MTWTh	4	Foulk	G-7
Ind. Arts 31b	Elem. Printing (2 pds.)	MTWTh	2 or 4	Bishop	G-104
Ind. Arts 32b	Inter. Printing (2 pds.)	MTWTh	2 or 4	Bishop	G-104
Math. 101	Differential Calculus	MTThF	4		210
Mus. 40	Beginning Orchestra	TTh	1	Thomas	C-14
Mus. 45	Orchestral Instruments	MW	1	Thomas	C-14
Mus. 105	Beginning Orchestration	MWF	3	Cline	C-6
P. E. 58	Esthetic Dancing	MWF	1	Keys	6
P. E. 64	Athletics for Women (Basketball)	MWF	1	Cave	Gym
Physics 2	Elec. and Magnetism (Lab. 8:00-10:00 TTh)	MTThF	4	Valentine	HE-106
Psych. 1	Child Hygiene	MTWTh	4	Heilman	103
Soc. 1	Intro. to the Soc. Sciences	MTWTh	4	Howerth	208
Span. 2	First Year Spanish	MTWTh	4	DuPoncet	205

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
9:00 to 9:50					
Art 2	Fine Arts Meth.—Primary	TWThF	4	Baker	G-200
Art 3	Freehand Drawing I	MTWF	4	Moore	G-203
Art 13	Ind. Arts Methods—Primary	TWThF	4	Klee	G-200
Ath. 52	Gymnastics	TWTh	1	Hancock	Gym
Biot. 101	Heredity and Eugenics	MTWTh	4	Jean	301
Chem. 109	Organic Chem. (Lab. by appt.)	MW	3	Bowers	300
Chem. 111	Organic Chem. (Lab. by appt.)	MW	4	Bowers	300
Civl. 1	Intro. to Contemporary Culture	TThF	3	Blue	
C. E. 36	Handwriting Methods	TWThF	2	Bedinger	214
C. E. 105	Secretarial Practice II	MTThF	4	Merriman	212
Ed. 5	Prin. of Teaching	TWThF	3	Gamble	
Ed. 23	Rural School Management	TWTh	3	Hargrove	
Ed. 141	Recent Educ. Developments	MTu	2	Ganders	
Eng. 3	Public Spkg. and Oral Comp.	TThF	3	Casey	
Eng. 4	Speaking and Writing English	TWThF	3		
Eng. 15	Types of Literature	TWTh	3	Cross	
Eng. 108	Comparative Literature	MTWTh	4	Tobey	
Gen. Sci. 1	Gen. Sci. (Lab. Tu 2:00-4:00)	TWThF	4	Selberg	
Geog. 5	Geog. of the New Europe	TWThF	4	Barker	101
Hist. 6	Modern Europe	TWThF	4	Peake	104
H. A. 102	Applied Design	MTThF	4	Wiebking	HE-304
H. Sci. 7	Household Management (Theory)	TW	2	Clasbey	HE-305
H. Sci. 7	Household Management (Practice)	Daily	2	Clasbey	Cottage
Hyg. 1	Indiv. and Soc. Hygiene (Men)	WThF	3	Long	1
Hyg. 1	Indiv. and Soc. Hygiene (Women)	MWF	3	Bryson	
Ind. Arts 1	Tech. and Theory of Wdwkg.	TWThF	2		T-14
Ind. Arts 41b	Elem. Bookbinding	MTWTh	2	Schaefer	G-100
Ind. Arts 109b	Art Metal (double pd.)	MTWTh	4	Hadden	G-101
Lib. Sci. 103	Classification and Cataloging	MWF	3	Carter	Library
Lib. Sci. 105	Periodicals and Binding	TTh	2	Carter	Library
Mus. 1a	Sight Singing	TWF	0	Cline	C-14
Mus. 4	Intermediate Harmony	TWF	3	Thomas	C-6
P. E. 54	Gymnastics (P. E. Majors)	MTWTh	2	Cave	Gym

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
P. E. 57	Folk and National Dances	TWF	1	Keyes	6
Psych. 2b	Educational Psychology	MTWTh	3	Heilman	103
Soc. 106	Modern Social Problems	MTWTh	4	Howerth	208
Span. 7	Inter. Spanish (Ballesteros)	TWThF	4	DuPoncet	205

10:00 to 10:50

Art 101	Drawing from Life	MTWF	4	Hill	G-203
Art 103	Art Structure III	MTThF	4	Hill	G-200
Art 116	Advanced Composition	MTWF	4	Hill	G-203
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTThF	3	Harrah	301
Civl. 1	Intro. to Contemporary Culture	TThF	3	Blue	
C. E. 3	Secretarial Practice I	MTThF	4	Merriman	212
C. E. 53	Salesmanship	MTThF	4	Bedinger	214
Ed. 3	Primary Methods	MTThF	4	Dulin	
Ed. 5	Prin. of Teaching	MTThF	3	Mahan	
Ed. 10	Elem. School Curriculum	TThF	3	Gamble	
Ed. 125	Rural Education	MTTh	3	Hargrove	
Ed. 142	City School Administration	MTThF	2 or 4	Ganders	
Eng. 3	Public Spkg. and Oral Comp.	MTTh	3	Casey	
Eng. 16	Contemp. Literature	MTThF	4	Newman	
Eng. 103	Adv. Public Speaking	MTTh	3	Tobey	
Geog. 7	Business Geography	MTThF	4	Barker	101
H. A. 5	Pattern Designing (double pd.)	MTThF	4	Roudebush	HE-301
H. A. 109	Adv. Dressmaking (double pd.)	MTThF	4	Wiebking	HE-304
Hyg. and P. E. 107	Dramatic Expression in P. E.	MTThF	4	Keyes	
Ind. Arts 12	Prin. of Arch. Drawing I	MTThF	4	Hadden	G-105
Ind. Arts 31b	Elem. Printing (2 pds.)	MTThF	2 or 4	Bishop	G-104
Ind. Arts 32a	Intermediate Printing (2 pds.)	MTThF	2 or 4	Bishop	G-104
Ind. Arts 42a	Intermediate Bookbinding (double pd.)	MTThF	4	Schaefer	G-100
Math. 9	Teaching of Arithmetic	MTThF	4		210
Music 21	Modern Composers	MThF	3	Opp	C-14
Music 104	Counterpoint	MTh	2	Thomas	C-6
Music 122	Apprec. for the Concertgoer	T	1	Southard	C-6
P. E. 59	Natural Dancing	TThF	1	Keyes	6
P. E. 64b	Athletics for Women (Basketball)	MTTh	1	Cave	Gym

WINTER QUARTER

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Pol. Sci. 2	State Government	MTThF	4	Dickerson	104
Psych. 2b	Educational Psychology	MTThF	3	Hertzberg	
Psych. 112	Psychology of Music	MTThF	4	Heilman	102
Span. 107	Adv. Spanish (Hartzenbusch)	MTThF	4	DuPoncet	205

11:00 to 11:50

Art 2	Fine Arts Methods—Primary	MTThF	4	Baker	G-200
Art 108	Pottery I	MTThF	4	Moore	G-204
Art 115	Pottery II	MTThF	2	Moore	G-204
Ath. 52	Gymnastics	MWF	1	Hancock	Gym
Bot. 103	Plant Physiology (Lab. 10-11 TTh.)	MTWTh	4	Jean	304
Chem. 2	General Chem. (Lab. by appt.)	MW	3	Bowers	300
Chem. 2	General Chem. (Lab. by appt.)	TTh	3	Bowers	300
Chem. 5	General Chem. (Lab. by appt.)	MW	4	Bowers	300
Chem. 5	General Chem. (Lab. by appt.)	TTh	4	Bowers	300
C. E. 2	Principles of Shorthand II	MTThF	4	Merriman	212
C. E. 36	Handwriting Methods	MTThF	2	Bedinger	214
Ed. 5	Prin. of Teaching	MTThF	3	Ganders	
Ed. 24	The Rural Community	MTTh	3	Hargrove	
Ed. 52	Kindergarten Curriculum	MTWTh	4	Lyford	
Ed. 107	Meth. of Improving Reading	MWThF	4	Davis	
Ed. 115	Org. and Adm. of an Elem. School	TWThF	4	Gamble	
Ed. 134	Hist. of Educ. in the U. S.	MTTh	3	Mahan	
Ed. 216	Prob. of Sec. Education	MTWTh	4	Blue	
Eng. 1	Mat. and Meth. in Read. and Lit.	MTWTh	4	Tobey	
Eng. 114	Adv. Dramatic Art	MTThF	4	Casey	
Geog. 162	Geog. of the Tropics	MTThF	4	Barker	101
German 1	Elem. German	MTWTh	4		
Hist. 3	Reconstruction and the New U. S.	MTWTh	4	Peake	104
H. Sci. 105	Child Care	MTThF	4	Pickett	HE-207
Hyg. 1	Indiv. and Soc. Hyg. (Women)	MWF	3	Bryson	
Hyg. and P. E. 101	Physiology	MWF	3	Long	1
Ind. Arts 124	Machine Work	MTWTh	4	Foulk	G-7
Math. 100	Teaching of Secondary Mathematics	MTThF	4	Mallory	
Mus. 107	Form Analysis	MW	2	Thomas	C-6

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
P. E. 51	Light Gymnastics	MWF	1	Keyes	6
P. E. 64b	Athletics for Women (Basketball)	MWF	1	Cave	Gym
P. E. 64b	Athletics for Women (Basketball)	MTTh	1	Cave	Gym
Physics 12	Adv. Elec. and Magnetism (Lab. by appt.)	MTTh	3	Valentine	HE-106
Psych. 2a	Educational Psychology	MTThF	3	Hertzberg	
Psych. 107	Mental Tests and Measurements	MTWTh	4	Heilman	103
Soc. 101	Origin and Antiquity of Man	MTWTh	4	Howerth	208
Soc. 110	Prin. of Economics	MTWTh	4	Binnewies	207
Span. 227	Graduate Spanish (Cervantes)	MTWTh	4	DuPoncet	205

1:00 to 1:50

Art 105	Oil Painting I	MTWTh	4	Hill	G-203
Art 200	Oil Painting II	MTWTh	4	Hill	G-203
Ath. 67	Intra-Mural Sports	MTTh	1	Cooper	Gym
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTWF	3		301
Chem. 7	Qualitative Analysis	MTWTh	2 or 4	Bowers	300
Civl. 1	Intro. to Contemporary Culture	MWF	3	Newman	
C. E. 51	Principles of Accounting II	MTWTh	4	Colvin	214
Ed. 1	Intro. to Education	MTTh	3	Mahan	
Ed. 5	Prin. of Teaching	TWThF	3	Gamble	
Ed. 52	Kindergarten Curriculum	MTWTh	4	Lyford	
Ed. 110	Extra-Curricular Activities	MWTh	3	Rugg	
El. Sci. II	Adv. Nature Study	TWThF	4	Selberg	
Eng. 4	Speaking and Writing English	MTThF	3	Hawes	
Eng. 132	The Development of the Novel	MTWTh	4	Boardman	
French 2	First Year French	MTWTh	4	Crates	205
Geog. 150	Geog. of Colorado	MTThF	4	Barker	101
Hist. 4	Western American History	MTWF	4	Dickerson	104
H. A. 5	Pattern Designing (double pd.)	MWThF	4	Roudebush	HE-301
H. Sci. 2	Foods and Cookery (double pd.)	MTWF	4	Pickett	HE-202
Ind. Arts 1	Tech. and Theory of Wdwkg. I	MTWTh	2		T-14
Ind. Arts 2	Tech. and Theory of Wdwkg. II (2 pds.)	MTWTh	4	Foulk	G-1
Ind. Arts 104	Pre-Vocational Education	MTW	3	Hadden	G-105
Ind. Arts 143b	Adv. Bkdg. and Leather Craft (double pd.)	MTWTh	4	Schaefer	G-100
Mus. 12	Rural School Methods	MW	2	Mohr	T-12

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Mus. 23	Music Literature	TWF	3	Opp	C-14
P. E. 64b	Athletics for Women (Basketball)	MWF	1	Cave	Gym
P. E. 166	Basketball Coaching	MWF	2	Cooper	Gym
Physics 111	Projects on Automobile	MTWTh	4	Valentine	HE-106
Psych. 105a	Psych. of Sr. H. S. Subjects (Eng. & Lang. majors)	MTWF	4	Hamill	103
Soc. 134	Child Welfare	WF	2	Binnewies	207
Zool. 2	General Zoology (Lab. TF 2:00-3:00)	MTThF	4	Harrah	304
2:00 to 2:50					
Art 3	Freehand Drawing I	MTThF	4	Klee	G-203
Art 4a	Art Structure II	MTThF	4	Baker	G-200
Bot. 2	Gen. Botany (Lab. MW 3:00-4:00)	MTWTh	4	Jean	304
Chem. 114b	Quantitative Analysis	MTWTh	4	Bowers	302
Civl. 1	Intro. to Contemporary Culture	TThF	3	Blue	
C. E. 12	Principles of Typewriting II	MTThF	4	Knies	213
C. E. 39	Intro. to Business	MTWTh	4	Colvin	214
Ed. 5	Prin. of Teaching	MTThF	3	Ganders	
Ed. 10	Elem. School Curriculum	TWTh	3	Rugg	
Ed. 15	Educ. Guidance	MTTh	3	Mahan	
Ed. 51	Songs, Games, Story-telling—Kg.	MTWTh	4	Lyford	
Ed. 111	Philosophy of Education	MTWTh	4	Armentrout	
Eng. 4	Speaking and Writing English	MTThF	3		
Eng. 9	Hist. of Eng. Lit. (1625-1798)	MTThF	4	Hawes	
Eng. 11	The English Language	MTWTh	4	Boardman	
Eng. 101	Journalistic Writing	MWTh	3	Shaw	
French 7	Intermediate French	MTWTh	4	Crates	205
Geog. 2	Physiography	MTThF	4		101
Hyg. 108	Educational Hygiene	MWF	3	Long	1
Hyg. and P. E. 12	First Aid	TTh	2	Cave	1
Ind. Arts 1	Tech. and Theory of Wdwdkg.	MTWTh	2		T-14
Latin 7	College Latin (fourth year)	MTWTh	4		
Math. 100b	Geometry for Teachers	MTThF	4		210
Mus. 10	Primary Methods	MWF	3	Mohr	T-12
Mus. 37	Class in Accompanying	Th	1	Chadwick	C-2
Mus. 38	Collective Voice Training	T	1	Cline	C-1

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Mus. 41	Men's Glee Club	MTh	1	Cline	C-14
P. E. 150	Characteristic Dancing	MWF	1	Keyes	6
Physics 104	Adv. Radio Transmission and Recep. Theory	MTWTh	4	Valentine	HE-106
Pol. Sci. 101	American Diplomacy	MTWTh	4	Dickerson	104
Psych. 2b	Educational Psychology	MTThF	3	Hertzberg	103
Psych. 105b	Psych. of Sr. H. S. Subjects	MTWF	4	Hamill	102
Soc. 130	Social Psychology	MTWTh	4	Binnewies	208

3:00 to 3:50

Art 6	Art Appreciation	F	1	Baker	G-200
Art 9	Art History	MTW	3	Baker	G-103
Art 17	Lettering	MW	2	Hill	G-200
Art 102	Design and Lettering	MTWF	2-4	Hill	G-200
Ath. 66	College Sports—Basketball	Daily	1	Cooper	Gym
Ath. 66	College Sports—Wrestling	Daily	1	Hancock	Gym
Biol. 1	Ed. Biol (2 hrs. Lab. by appt.)	MTWF	3		301
Civl. 1	Intro. to Contemporary Culture	MWF	3	Cross	
C. E. 110	Office Appliances	MTWF	4	Knies	211
C. E. 137	Business Mathematics II	MTWF	4	Colvin	214
Ed. 5	Prin. of Teaching	MTWF	3	Mahan	
Ed. 123	Ed. Research—Sr. Coll. students	Arrange	4	Rugg	
Ed. 151	The Pre-School	MTW	3	Lyford	
Ed. 166	Bibe Study	M	1	Wilson	
Ed. 223	Educ. Research—Grad. students	MTW	3 or 4	Whitney	
Eng. 13	The Art of Story-telling	MTWF	3	Campbell	
Eng. 160	Old. Test. Literature	MTW	3	Church	
Eng. 230	Graduate Research	Arrange		Boardman	
French 107	Advanced French	MTWTh	4	Crates	205
Hist. 10	Soc. and Indus. Hist. of the U. S.	MTWTh	4	Peake	104
H. Sci. 2	Foods and Cookery (double pd.)	MTWF	4	Pickett	HE-202
Hyg. 1	Indiv. and Soc. Hyg. (Women)	MWF	3	Bryson	
Ind. Arts 41b	Elem. Bkdg.	MTWTh	2 or 4	Schaefer	G-100
Ind. Arts 145	Sec. Science-Bkdg. (on request)	MTWTh	4	Schaefer	G-100
Math. 6	College Algebra	MTWF	4		210
Mus. 11	Intermediate Methods	MWF	3	Mohr	T-12

WINTER QUARTER

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Mus. 42	Schumann Club	MW	1	Cline	C-14
P. E. 56	Rhythmic and Singing Games	MWF	1	Keyes	6
P. E. 56	Rhythmic and Singing Games	MTTh	1	Keyes	6
Psych. 2a	Educational Psychology	MTWF	3	Hamill	103
Psych. 113	Vocational Psych. (subst. for Psy. 105 Ind. and Com. Arts Majors)	MTWF	4	Hertzberg	102
Soc. 105	Prin. of Sociology	MTWF	4	Binnewies	207
4:00 to 4:50					
Art 4b	Design	MTWTh	4	Hill	G-203
Art 13	Indus. Arts Methods—Primary	MTThF	4	Klee	G-200
Ath. 55	Personal Combat Games	TTh	1	Long	6
Ath. 167	Athletic Coaching Practice	Arrange	2	Cave	Field
Chem. 116	Agricultural Chem.	MW	4	Bowers	300
C. E. 11	Principles of Typewriting I	MWThF	2	Knies	213
C. E. 158	Problems in Business	MTWTh	4	Colvin	214
Ed. 1	Intro. to Education	MTW	3		
Ed. 16	Elem. Camp Fire Course	M	1	Lee	
Ed. 16a	Adv. Camp Fire Course	W	1	Lee	
Ed. 168	Religious Education	MWThF	4	Wilson	
Eng. 4	Speaking and Writing English	MTThF	3		
Eng. 19	Debating	MTW	3	Boardman	
Hist. 1	American Hist. (1700-1800)	MTWTh	4	Peake	104
Hyg. and P. E. 63	Pageantry in Phys. Ed.	MTWTh	4	Keyes	
Latin 105	Advanced Latin	MTWTh	4	Crates	205
Mus. 43	Advanced Orchestra	MW	1	Thomas	C-14
Mus. 44	Advanced Band	TTh	1	Thomas	C-14
P. E. 64	Winter Sports	MWF	1	Cave	Gym
P. E. 68	Corrective Gymnastics	TTh	0	Cave	Gym
Physics 107	Hist. of Physics	MTh	2	Valentine	HE-106
Psych. 2a	Educational Psychology	MTWF	3	Hamill	103
Soc. 132	The Family	MWF	4	Binnewies	208
Zool. 103	Zoological Technic (TF 3:00-4:00)	MTThF	2 or 4	Harrah	304
7:00 P. M.					
Soc. 209	Seminar (2 pds.)	MTh	4	Howerth	208

SPRING QUARTER, 1926-27

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
8:00 to 8:50					
Art 12	Household Art Design	MTThF	4		G-204
Art 105	Oil Painting I	MTWTh	4	Hill	G-203
Art 200	Oil Painting II	MTWTh	4	Hill	G-203
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTWTh	3	Jean	301
Civl. 2	Intro. to Contemporary Civilization	TThF	3	Blue	
C. E. 4	Methods of Teaching Shorthand	F	1	Merriman	212
C. E. 106	Secretarial Science I	MTTh	3	Merriman	212
Ed. 3	Primary Methods	MTWTh	4	Turner	
Ed. 4	Intermediate Methods	MTWTh	4	McCowan	
Ed. 158	Prin. of Elem. Education	TWThF	4	Gamble	
Ed. 242	Prob. of Educational Admin.	MTThF	4	Ganders	
El. Sci. 1	Nature Study	TWThF	4	Selberg	
Eng. 2	Teaching of Written English	MTThF	4	Johnson	
Eng. 10	Hist. of Eng. Lit. (1798-1900)	MTThF	4	Hawes	
Eng. 20	Advanced Composition	MTWTh	4	Boardman	101
Geog. 14	Geog. Methods—Jr. H. S.	MTThF	4		HE-304
H. A. 6	Elem. Dressmaking (double pd.)	MTThF	4	Wiebking	HE-304
H. Sci. 108	Housing and Sanitation	TWThF	4	Roudebush	HE-301
Hyg. 111	Public Health	TTh	2	Long	
Ind. Arts 3	Wdwdg. for Elem. and Sec. Schools	MTWF	4	Foulk	G-1
Ind. Arts 31c	Elem. Printing (2 pds.)	MTWTh	2 or 4	Bishop	G-104
Ind. Arts 32c	Interm. Printing (2 pds.)	MTWTh	2 or 4	Bishop	G-104
Ind. Arts 109b	Art Metal (2 pds.)	MTWTh	4	Hadden	G-101
Math. 102	Integral Calculus	MTThF	4		210
Mus. 40	Beginning Orchestra	TTh	1	Thomas	C-14
Mus. 45	Orchestral Instruments	MW	1	Thomas	C-14
Mus. 106	Advanced Orchestration	MWF	3	Cline	C-6
P. E. 50a	Gymnastic Dancing	MWF	1	Cave	Gym
P. E. 60	Interpretative Dancing	MWF	1	Keyes	6
Physics 3	Heat, Sound and Light (Lab. TTh 8:00-10:00)	MTThF	4	Valentine	HE-106
Psych. 2b	Educational Psychology	MTWTh	3	Hertzberg	103
Psych. 214	Adv. Educational Psychology	MTWTh	4	Heilman	102

SPRING QUARTER

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Pol. Sci. 103	Pol. Science Theories	MTWTh	4	Dickerson	104
Soc. 1	Intro. to Social Sciences	MTWTh	4	Howerth	208
Span. 3	First Year Spanish	MTWTh	4	DuPoncet	205
Zool. 3	Bird Study (field trips arranged)	MTThF	4	Harrah	304
9:00 to 9:50					
Art 2	Fine Arts Methods—Primary	MTThF	4	Baker	G-200
Art 16	Freehand Drawing II	TWThF	4	Hill	G-203
Ath. 52	Gymnastics	TWTh	1	Hancock	Gym
Biol. 102	Teaching of Biology	MTWTh	4	Jean	304
Chem. 112	Food Chem. (Lab. by appt.)	MW	3	Bowers	300
Chem. 113	Food Chem. (Lab. by appt.)	MW	4	Bowers	300
Civl. 2	Intro. to Contemporary Civilization	TThF	3	Blue	
C. E. 3	Secretarial Practice I	TWThF	4	Merriman	212
C. E. 36	Handwriting Methods	TWThF	2	Bedinger	214
Ed. 1	Intro. to Education	TWTh	3	Mahan	
Ed. 5	Prin. of Teaching	TWThF	3	Hargrove	
Ed. 10	Elem. School Curriculum	TThF	3	Gamble	
Ed. 129	Current Educ. Thought	MTThF	4	Ganders	
Ed. 240	Women in Administration	MTWTh	4	Newman	
Eng. 6	American Literature	TWThF	4	Hawes	
Eng. 133	The Recent Novel	MTWTh	4	Boardman	
Gen. Sci. 2	Gen. Sci. (Lab. Tu. 2:00-4:00)	TWThF	4	Selberg	
Geog. 103	Climatology	TWThF	4		101
Hist. 10	Soc. and Indus. Hist. of the U. S.	TWThF	4	Peake	104
H. Sci. 7	Household Management (Theory)	TW	2	Clasbey	HE-305
H. Sci. 7	Household Management (Practice)	Daily	2	Clasbey	Cottage
Hyg. 1	Ind. and Soc. Hyg. (Men)	MWF	3	Long	
Ind. Arts 1	Tech. and Theory of Wdwkg.	TWThF	2		T-14
Ind. Arts 5	Prin. of Tch. Prac. Arts Subjects	MTW	3	Hadden	G-105
Ind. Arts 41c	Elem. Bookbinding	MTWTh	4	Schaefer	G-100
Lib. Sci. 104	Reference Work	TWThF	4	Carter	Library
Mus. 5	Advanced Harmony	TWF	3	Thomas	C-6
Mus. 22	Music Appreciation	TWF	3	Opp	C-14
P. E. 56	Singing Games	TThF	1	Keyes	6

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
P. E. 64	Athletics for Women (Tennis)	MWF	1	Cave	Courts
Psych. 104	Psych. of Elem. School Subjects	MTWTh	4	Heilman	103
Psych. 215	Adv. Educ. Tests and Measurements	MTWTh	4	Hertzberg	102
Soc. 106	Modern Social Problems	MTWTh	4	Howerth	208
Span. 9	Inter. Spanish (Galdos)	TWThF	4	PuPoncet	205

10:00 to 10:50

Art 101	Drawing from Life	MTThF	4	Klee	G-203
Art 104	Design and Composition	MTThF	4	Hill	G-200
Art 115	Pottery II	MTThF	2	Moore	G-204
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTThF	3	Harrah	301
Civl. 2	Intro. to Contem. Civilization	TThF	3	Blue	
C. E. 105	Secretarial Practice II	MTThF	4	Merriman	212
C. E. 144	Commercial Law II	MTThF	4	Bedinger	214
Ed. 5	Prin. of Teaching	MTThF	3	Mahan	
Ed. 10	Elem. School Curriculum	TThF	3	Gamble	
Ed. 28	School and Home Gardens	TWThF	4	Hargrove	
Ed. 108	Educ. Supervision	MTThF	4	Ganders	
Eng. 4	Speaking and Writing English	MTThF	3	Casey	
Eng. 11	The English Language	MTThF	4	Boardman	
Eng. 15	Types of Literature	MTTh	3	Cross	
Geog. 53	Geography of Asia	MTThF	4	Barker	101
H. A. 6	Elem. Dressmaking (double pd.)	MTThF	4	Wiebking	HE-304
H. Sci. 104	Demonstration Cookery (double pd.)	MTThF	4	Pickett	HE-202
Hyg. and P. E. 103	Anthropometry	MTThF	4	Long	
Ind. Arts 1a	Tech. and Theory of Wdwdg. (2 pds.)	MTWTh	4	Fouk	G-1
Ind. Arts 13	Prin. of Arch. Drawing II	MTThF	4	Hadden	G-105
Ind. Arts 31c	Elem. Printing (2 pds.)	MTThF	4	Bishop	G-104
Ind. Arts 42a	Int. Bookbinding (2 pds.)	MTThF	4	Schaefer	G-100
Ind. Arts 133b	Adv. Printing (2 pds.)	MTThF	4	Bishop	G-104
Math. 4	Surveying (double pd.)	TTh	4		210
Mus. 2	Tone Thinking and Melody Writing	MThF	3	Opp	C-6
Mus. 114	Meth. in Conducting	TTh	2	Cline	C-14
P. E. 62	Plays and Games	MTTh	1	Keyes	6
P. E. 64	Athletics for Women (Baseball)	MWF	1	Cave	Field

SPRING QUARTER

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Psych. 2b	Educational Psychology	MTThF	3	Hertzberg	103
Psych. 106	Clinical Psychology	MTThF	4	Heilman	102
Pol. Sci. 3	Municipal Government	MTTh	3	Dickerson	104
Span. 109	Adv. Spanish (Azorin)	MTThF	4	DuPoncet	205

11:00 to 11:50

Art 14	Industrial Arts Methods—Int. and Jr. H. S.	MTWTh	4	Moore	G-204
Art 16	Freehand Drawing II	MTThF	4	Baker	G-203
Ath. 52	Gymnastics	MWF	1	Hancock	Gym
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTWTh	3	Jean	301
Chem. 3	General Chem. (Lab. by appt.)	TTh	3	Bowers	300
Chem. 3b	Household Chem. (Lab. by appt.)	MW	3-4	Bowers	300
Chem. 6	General Chem. (Lab. by appt.)	TTh	4	Bowers	300
C. E. 15	Business Reports and Comp.	MTTh	3	Merriman	212
C. E. 36	Handwriting Methods	MTThF	2	Bedinger	214
Ed. 5	Prin. of Teaching	MTThF	3	Ganders	
Ed. 52	Kindergarten Curriculum	MTWTh	4	Lyford	
Ed. 116	Org. and Adm. of a Sr. H. S.	MTWTh	4	Blue	
Ed. 133	Hist. of Modern Education	MTTh	3	Mahan	
Eng. 4	Speaking and Writing English	MTThF	3	Hawes	
Eng. 31	The Short Story	MTWTh	4	Boardman	
Eng. 103	Adv. Public Speaking	MThF	3	Casey	
Geog. 170	Geog. of Polar Lands	MTThF	4	Barker	101
German 1	Elem. German	MTWTh	4		
Hist. 13	Teach. of Hist. in the Elem. Sch.	TWTh	3	Dickerson	104
Hist. 104	Lit. of Am. History	MF	2	Dickerson	104
Hyg. 1	Indiv. and Soc. Hyg. (Women)	MWF	3	Bryson	
Hyg. and P. E. 5	History of Physical Education	TTh	2	Long	
Hyg. and P. E. 102	Physiology of Exercise	MWF	3	Long	
Math. 108a	Jr. High School Mathematics	MTThF	4	Mallory	210
Mus. 1a	Sight Singing	MWF	0	Cline	C-14
Mus. 108	Adv. Form Analysis	MW	2	Thomas	C-6
Mus. 120	School Entertainments	TTh	2	Cline	C-14
P. E. 64	Athletics for Women (Baseball)	MWF	1	Cave	Field
P. E. 64	Athletics for Women (Baseball)	MTTh	1	Cave	Field

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
P. E. 158	Dancing Methods (P. E. majors)	MTWThF	3	Keyes	6
Physics 13	Heat, Sound and Light—Adv. (Lab. by appt.)	MTTh	3	Valentine	HE-106
Psych. 2b	Educational Psychology	MTWTh	3	Heilman	103
Soc. 18	Rural Sociology	MTWTh	4	Binnewies	
Soc. 102	Early Civilization	MTWTh	4	Howerth	208
Span. 131	Teaching of H. S. Spanish	MTWTh	4	DuPoncet	205

1:00 to 1:50

Art 5	Water Color Painting	MTWTh	4	Hill	G-203
Art 13	Industrial Arts Methods—Primary	MTThF	4	Klee	G-200
Ath. 168	Track Coaching	TTh	2	Hancock	Field
Ath. 169	Baseball Coaching	MWF	2	Cooper	Field
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTThF	3	Harrah	301
Bot. 3	Systematic Bot. (Lab. TTh 2:00-3:00)	MTWTh	4	Jean	304
Chem. 7	Qualitative Analysis	MTWTh	2-4	Bowers	302
Civl. 2	Intro. to Contem. Civilization	MWF	3	Newman	
C. E. 52	Principles of Accounting III	MTWTh	4	Colvin	214
Ed. 5	Prin. of Teaching	TWThF	3	Gamble	
Ed. 15	Educational Guidance	MTTh	3	Mahan	
Ed. 152	The Child and His School	MTWTh	4	Lyford	
Ed. 213	Prob. of the Jr. H. S.	TWTh	3	Rugg	
El. Sci. 1	Nature Study	TWThF	4	Selberg	
Eng. 1	Mat. and Meth. in Read. and Lit.	MTThF	4	Casey	100
Eng. 13	The Art of Story-telling	MTWTh	3	Campbell	202
French 3	First Year French	MTWTh	4	Crates	205
Geog. 122	Biogeography	MTThF	4	Barker	101
Hist. 1	American Hist. (1700-1800)	MTWTh	4	Peake	104
H. A. 4	Millinery (double pd.)	MTWTh	4	Roudebush	HE-301
H. Sci. 3	Cookery and Serving (double pd.)	MTWTh	4	Pickett	HE-202
H. A. 112	Home Decoration	MTThF	4	Wiebking	HE-304
Ind. Arts 1	Tech. and Theory of Wdwkg.	MTWTh	2		T-14
Ind. Arts 121	Adv. Cabinet Making (2 pds.)	MTWTh	4	Foulk	G-1
Ind. Arts 143a	Adv. Bkdg. and Leather Craft (2 pds.)	MTWTh	4	Schaefer	G-100
Mus. 110	Supervisor's Course	MWF	3	Mohr	T-12
Physics 121	Projects, Alternating Currents	MTWTh	4	Valentine	HE-106

Time and Cat. Number	Description	Days	Qr. Hours	Teacher	Room
Psych. 2a	Educational Psychology	MTWTh	3	Hertzberg	103
Psych. 3	Child Development	MTWF	4	Hamill	102
Soc. 120	Social Surveys and Statistics	MWF	3	Binnewies	
2:00 to 2:50					
Art 7	Constructive Design	MTThF	4	Baker	G-204
Art 13	Industrial Arts Methods—Primary	MTThF	4	Klee	G-200
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTWF	3		303
Chem. 221	Adv. Inorganic Chem. (Lab. by appt.)	TTh	3-4	Bowers	300
Civl. 2	Intro. to Contemp. Civilization	TThF	3	Blue	
C. E. 13	Principles of Typewriting III	TThF	3	Knies	213
C. E. 14	Methods in Com. Ed. (Typewriting)	M	1	Knies	213
C. E. 55	Economics of Retailing	MTWTh	4	Colvin	214
Ed. 5	Prin. of Teaching	TWThF	3	Gamble	
Ed. 10	Elem. School Curriculum	MTTh	3	Mahan	
Ed. 21	Rural School Problems	TThF	3	Hargrove	
Ed. 51	Story-telling, etc.—Kg.	MTWTh	3	Lyford	
Ed. 110	Extra-Curricular Activities	TWTh	3	Rugg	
Ed. 211	Conceptions of Mind in Ed. Theory	MTWTh	4	Armentrout	
Eng. 3	Pub. Speak. and Oral Comp.	MTTh	3	Casey	100a
Eng. 10	The Hist. of Engl. Lit. (1798-1900)	MTThF	4	Hawes	
Eng. 102	Journalistic Writing	MWTh	3	Shaw	100a
French 9	Inter. French	MTWTh	4	Crates	205
Geog. 14	Geography Methods—Jr. H. S.	MTThF	4	Barker	101
Hist. 101	Coml. and Financial Hist. of U. S.	MTWTh	4	Dickerson	104
Hyg. 108	Educational Hygiene	MWF	3	Long	1
Ind. Arts 1	Technic and Theory of Wdwkg.	MTWTh	2		T-14
Latin 9	Fourth Year College	MTWTh	4		
Math. 9	Teaching of Arithmetic	MTThF	4		210
Mus. 10	Primary Methods	MWF	3	Mohr	T-12
Mus. 37	Class in Accompanying	Th	1	Chadwick	C-2
Mus. 38	Collective Voice Training	T	1	Cline	C-1
Mus. 41	Men's Glee Club	MW	1	Cline	C-14
P. E. 57	Folk and National Dances	MWF	1	Keyes	6
P. E. 64	Athletics for Women (Tennis)	MWF	1	Cave	Courts

Time and Cat. Number	Description	Day	Qr. Hours	Teacher	Room
Physics 103	Radio Reception and Trans.—Theory	MTWTh	4	Valentine	HE-106
Psych. 2a	Educational Psychology	MTWF	3	Hamill	103
Soc. 3	Educational Sociology	MTTh	3	Binnewies	208
Zool. 102	Vertebrate Zoology (Lab. MF 3:00-4:00)	MTThF	4	Harrah	301

3:00 to 3:50

Art 17	Lettering	TTh	2	Hill	G-200
Art 100	Art Supervision	MW	2	Baker	G-203
Art 102	Lettering	MW	2	Hill	G-200
Ath. 67	Intra-Mural Sports	MTTh	1	Cooper	Field
Biol. 1	Ed. Biol. (2 hrs. Lab. by appt.)	MTWF	3		301
Civl. 2	Intro. to Contemp. Civilization	MWF	3	Cross	
Chem. 114-114b	Quantitative Analysis	MTWTh	4	Bowers	302
C. E. 12	Principles of Typewriting II	MTWF	4	Knies	213
C. E. 150	Bank Accounting	MTWF	4	Colvin	214
C. E. 157	Principles and Meth. in Com. Ed.	MTWTh	4	Colvin	214
Ed. 5	Prin. of Teaching	MTWF	3	Hargrove	
Ed. 109	Supervised study	MTu	2	Mahan	
Ed. 123	Ed. Research—Sr. Coll. students	Arrange	4	Rugg	
Ed. 223	Ed. Research—Grad. students	MTW	3 or 4	Whitney	
Eng. 4	Speaking and Writing English	MTWF	3		100
Eng. 12	Voice Culture	MTF	3	Casey	202
Eng. 161	Old Test. Literature	MTW	3	Church	100a
French 109	Adv. French	MTWTh	4	Crates	205
Hist. 3	Reconstruction and the New U. S.	MTWTh	4	Peake	104
H. Sci. 3	Cookery and serving (double pd.)	MTWF	4	Pickett	HE-202
H. A. 4	Millinery (double pd.)	MTWTh	4	Roudebush	HE-301
Ind. Arts 41c	Elem. Bookbinding	MTWTh	2	Schaefer	G-100
Ind. Arts 144	Shop Management (on request)	MTWTh	2	Schaefer	G-100
Ind. Arts 145	Secretarial Science (on request)	MTWTh	4	Schaefer	G-100
Hyg. 1	Indiv. and Soc. Hyg. (Women)	MWF	3	Bryson	
Math. 2	Trigonometry	MTWF	4		210
Mus. 11	Intermediate Methods	MWF	3	Mohr	T-12
Mus. 42	Schumann Club	MW	1	Cline	C-14
P. E. 55	Archery and Fencing	MWF	1	Long	Gym

Time and Cat. Number	Description	Day	Qr. Hours	Teacher	Room
P. E. 64	Athletics for Women (Track)	MWF	1	Cave	Field
P. E. 64	Athletics for Women (Tennis)	MWF	1	Keyes	Courts
Physics 114	Physics of Musical Instruments (Lab. by appt.)	MTW	4	Valentine	HE-106
Psych. 108b	Ed. Tests and Measurements	MTWF	4	Hamill	103
Soc. 105	Prin. of Sociology	MTWF	4	Binnewies	
4:00 to 4:50					
Art 2	Fine Arts Methods	MTThF	4		G-200
Art 6	Art Appreciation	W	1	Baker	G-200
Ath. 66	College Sports—Baseball	Daily	1	Cooper	Field
Ath. 66	College Sports—Track	Daily	1	Hancock	Field
Ath. 66a	Football (Freshmen)	Daily	1	Hancock	Field
Ath. 167	Athletic Coaching Practice	Arrange	2	Cave	Field
Chem. 115	Industrial Chem. (Lab. by appt.)	MW	3-4	Bowers	300
C. E. 110	Office Appliances	MWThF	4	Knies	211
C. E. 157	Principles and Methods in C. Ed.	MWThF	4	Colvin	214
Ed. 1	Intro. to Education	MTW	3		
Ed. 16	Elem. Camp Fire Course	M	1	Lee	
Ed. 16a	Adv. Camp Fire Course	W	1	Lee	
Ed. 17	Boy Scout Work	M	1	Moore	
Ed. 167	Bible Study	M	1	Wilson	
Eng. 4	Speaking and Writing English	MWThF	3		
Eng. 4	Speaking and Writing English	MWThF	3		202
French 131	Teaching of H. S. French	MTWTh	4	Crates	205
Hist. 102	Ancient Social History	MTWTh	4	Peake	104
Latin 109	Advanced Latin	MTWTh	4		
Latin 131	Teaching of H. S. Latin	MTWTh	4		
Mus. 43	Advanced Orchestra	MW	1	Thomas	C-14
Mus. 44	Advanced Band	TTh	1	Thomas	C-14
P. E. 64	Athletics for Women (Hockey)	MWF	1	Cave	Field
P. E. 64	Athletics for Women (Tennis)	MTTh	1	Cave	Courts
P. E. 57	Folk and National Dances	MWF	1	Keyes	6
Physics 10	Household Physics	MTWTh	4	Valentine	HE-106
Psych. 2a	Educational Psychology	MTWF	3	Hamill	103
Soc. 132	The Family	MWThF	4	Binnewies	208
7:00					
Soc. 209	Seminar (2 pds.)	MTh	4	Howorth	208

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